

DOCUMENT RESUME

ED 144 356

FL 008 826

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TITLE Spoken Chad Arabic.
INSTITUTION Peace Corps, Washington, D.C.
PUB DATE Jun 66
CONTRACT PC-82-1917
NOTE 252p.

EDRS PRICE MF-\$0.83 HC-\$14.05 Plus Postage.
DESCRIPTORS *Arabic; *Chad Languages; Consonants; Grammar;
*Instructional Materials; Intensive Language Courses;
*Language Instruction; Listening Comprehension;
Number Systems; Pattern Drills (Language); Phonology;
*Second Language Learning; Speech Communication; Tape
Recordings; *Textbooks; Verbs; Vocabulary; Vowels
IDENTIFIERS Dialogs (Language Learning)

ABSTRACT

This intensive course is designed to teach students to understand and speak Chad Arabic. The course is intended to be covered in approximately 360 hours in the classroom and the language laboratory. About 90 hours should be occupied with the pre-speech phase, which emphasizes passive recognition rather than active production. This phase consists of 60 lessons and seven tests. The remaining time is occupied by the active phase, which puts more emphasis on speaking the language. It consists of 40 lessons which are supplemented by taped materials to be used in the laboratory. The typical lesson in phase II includes a dialogue, vocabulary, grammar, and exercises. The subjects of the dialogues are (1) Greetings; (2) Directions; (3) New Arrival; (4) The Family; (5) Getting Around; (6) Telling Time; (7) Holidays; (8) The Carpenter; (9) The Doctor; (10) The Market; (11) Departure; (12) The Weather; and (13) The Movies. A phonemic alphabet has been adopted to transcribe Arabic utterances. (CFM)

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ED144356

SPOKEN CHAD ARABIC

by

Samir Abu Absi and André Sinaud

The Intensive Language Center
Indiana University

June, 1966
(First Draft)

Prepared under the auspices of the Peace Corps through
Contract #PC-82-1917.

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FOREWORD

This is an intensive course in Chad Arabic designed for Peace Corps personnel. The aim of this basic course is to teach the students to understand and speak Chad Arabic. It should be supplemented by an intermediate course which is to be studied by individual students on their own.

The course is intended to be covered in approximately 360 hours in the classroom and the language laboratory. About 90 hours should be occupied with the pre-speech phase which emphasizes passive recognition rather than active production. The remaining time is occupied by the active phase which puts more emphasis on speaking the language.

Even though there is an Arabic Alphabet, it is very seldom used for recording the dialects which are very different from the literary language. For the purpose of this course a phonemic alphabet has been adopted to transcribe Arabic utterances.

Samir Abu Absi

TEACHER'S INTRODUCTION

The materials in this course have been presented in a way which is different from traditional approaches. The course consists of two phases: the pre-speech phase and the active phase. It is suggested that the students cover the pre-speech phase in a short period of three weeks. This phase emphasizes passive recognition, but it is up to the teacher to decide whether and how the students should actively participate in using the language.

The pre-speech lessons are marked P-S followed by the number of the lesson. For example: P-S1, P-S2, P-S3 stand for pre-speech lessons 1, 2, and 3 respectively. Each lesson contains two parts: grammar and exercises, which are respectively represented by G and E. Thus G1 stands for grammar: lesson 1 and E3 stands for exercise: lesson 3.

The exercises, particularly in the P-S phase, should be read by the teacher; and the students should listen,

be, give meanings in English, or recognize a grammatical nature. This approach can easily be boring if the teacher does not put some interest into it. It is very important for a language learner to be able to hear the sounds and understand the structure before he tries to speak the language.

Tests covering materials already studied are given periodically in order to give the students and the teacher an idea about the progress made in the course.

STUDENT'S INTRODUCTION

This text is probably different from any book you have used, thus you should expect to use it differently.

The basic assumption upon which this course is based is that language, unlike many other fields of study, is a skill. A skill is acquired by practice rather than by theory. Hence, in order to acquire the skill of speaking a foreign language, you need to speak it rather than memorize its grammar. Although every language has its own grammatical system, fluent speakers of a language are not aware of the system when they speak. In this course, the primary emphasis is on skill rather than grammatical theory.

In the pre-speech phase all you are asked to do is listen to your instructor and try to get your ear accustomed to hearing and recognizing new sounds and utterances. Don't be impatient, though this passive phase may bore you. Eventually you will discover that you have a very good basis for active participation in the language.

The lessons in this course are specially prepared for you as native speakers of English. In a language learning situation it is important to contrast the native language of the learner with the "target" language to be taught. The notes in the back contain explanations, examples and assumptions on the "contrastive analysis" of two languages. This, we hope, will prove useful to those of you who will be teaching English as a foreign language.

Good Luck.

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Notes

P-S1 Basic Consonants and Vowels

G1. A number of Chad Arabic consonant sounds are similar to English consonant sounds and should not be difficult to learn. Below is a list of these sounds with illustrative examples from English:

b as in big
d as in day
f as in fan
g as in go
h as in how
j as in journey
k as in king
l as in let
m as in meat
n as in noon
s as in send
ʃ as in shop
t as in tea
w as in way
y as in yet
z as in zip

The basic vowel sounds in Chad Arabic are: i, e, a, o, u. When used with consonant sounds similar to those of English they sound as follows;

i as in it
e as in et
a as in anana, but
o as in oing
u as in pull

E1. Listen to the following words as read by your instructor then try to transcribe them.

masa	'he went'
seme	'good'
bes	'only'
gulta	'I said'
fihima	'he understood'
jibna	'cheese'
dakar	'male'
zama:n	'time'
wled	'boy'
gayli	'afternoon'

P-S2. Long Vowels

G2. A distinction between short and long vowels exists in Chad Arabic. The five basic vowels i, e, a, o, u are short vowels with long counterparts i:, e:, a:, o:, u:. Although the distinction between short and long vowels does not apply to the English sound system, the following examples illustrate what a native speaker of Arabic considers to be long vowels:

i: as in beat, feet
e: as in naive
a: as in fan, father
o: as in hole
u: as in pool

E2. Listen to the following words read by your instructor then try to transcribe them:

na:s	'people'
di:k	'rooster'
yo:m	'day'
le:l	'night'
fi:l	'elephant'
su:k	'market'
fo:g	'up, above'
be:t	'house'
hu:t	'fish'
sa:y	'tea'

P-S3. Non-English Consonants

G3. Three Chad Arabic consonants do not have any counterparts in English. The symbols used for these sounds are x, r, and ?.

x is similar to the German ch in 'reich'

r is similar to the Spanish r

? is similar to the pronunciation of tt in the word 'bottle' in some American dialects.

E3. Listen to these words read by your instructor and try to associate the symbols with the sounds. Afterwards, try to transcribe them as dictated at random by your instructor.

<u>x</u>	xo:f	'fear'
	mux	'brain'
	xaza:l	'deer'
<u>r</u>	rajul	'man'
	mara	'woman'
	sadar	'trees'
<u>?</u>	su?a:l	'question'
	?i:d	'hand'
	ba?d	'after'
	?ana	"I"

P-S4. Emphasis

G4. Emphasis is a phenomenon which is unique to Arabic. Traditionally, certain consonants have been said to be "emphatic," but the difference between emphatic and non-emphatic consonants is most easily perceived in the quality of the neighboring vowels. Chad Arabic has lost a number of these emphatic consonants and substituted for them the similar non-emphatic ones. Emphasis very often extends over a syllable or a whole word. An English example of what an emphatic syllable sounds like in Arabic is father, as opposed to the non-emphatic syllable in fan. Remember: the quality of the vowel is your best clue to the perception of emphasis.

E4. Listen to these words read by your instructor, then try to transcribe them.

<u>ba:b</u>	'door'
<u>dahir</u>	'back'
<u>duhur</u>	'noon'
<u>mara</u>	'woman'
<u>tra:b</u>	'soil'
<u>da:r</u>	'house'

P-S5. Double Consonants

G5. Besides having the distinction between short and long vowels, Arabic also has a distinction between short and long consonants. Long consonants are called "geminate" or "double" consonants, and usually one of them ends a syllable and the other begins the following syllable.

E5. Listen to the following words read by your instructor then try to transcribe them.

<u>marra</u>	'once
<u>barra</u>	'outside'
dukka:n	'shop'
breyya	'girl'
sitte	'six'
?abba	'father (dad)'
<u>saxayyar</u>	'small'
tujja:r	'merchant'
?alla	'God'
swiyya	'a little'

P-S6. Minimal Pairs

G6. Minimal pairs are pairs of words which differ in one sound only. In English pet and pen, pen and pin, bit and beat are examples of minimal pairs. Minimal pairs are very useful for the perception of sounds which may sound similar.

E6. Listen to your instructor read the following minimal pairs then try to transcribe them.

<u>mara</u>	<u>marra</u>
no:m	na:m
ma:ši	maši
<u>barr</u>	<u>ba:r</u>
galab	gallab
barad	barrad
sa:far	safar

TEST 1

The following list is to be read by the instructor and transcribed by the students. The results will show whether the students are able to recognize the sounds of Chad Arabic when they hear them. In order to be able to produce a sound correctly, one has to be able to hear it first.

ma [˘] sa	mux
bes	<u>ba:b</u>
no:m	dukka:n
<u>ba:r</u>	su?a:l
gallab	<u>mara</u>
fihima	?ana
le:l	ma:si
xo:f	<u>abba</u>
šadar	baʔd
ša:y	<u>marra</u>

P-S7. "Sun" and "Moon" Consonants

G7. Arabic consonants are traditionally classified as "sun" and "moon" consonants. The "sun" consonants are what we call the "central" consonants as opposed to "peripheral". These "sun" consonants are produced ~~with~~ the tongue near the teeth, the alveolar ridge or the soft palate. They are: t, d, s, š, j, z, r, l, and n. The following words begin with "sun" consonants.

te:r	'bird'
<u>da:r</u>	'house'
salata	'salad'
šadar	'trees'
jamal	'camel'
zama:n	'time'
rajul	'man'
laham	'meat'
na:r	'fire'

The "moon" consonants are called "peripheral" since the point of articulation is either near the lips or in the back of the mouth. These consonants are: ʔ, b, m, f, k, g, x, h, w, and y. The following words begin with "moon" consonants.

ʔum	'mother'
balad	'country'
mufta:h	'key'
farwa	'leather'
kelib	'dog'
galam	'pen'
xanamay	'ewe'
huma:r	'donkey'
wled	'boy'
yo:m	'day'

E7. Listen to the following words read by your instructor. If the word begins with a "sun" consonant, respond with the word "sun." If it begins with a "moon" consonant, respond with "moon". Try to transcribe these words when the instructor reads them for the second time.

tra:b	'soil'
dam	'blood'
?axu	'brother'
sa:bu:n	'soap'
bitte:x	'watermelon'
markaba	'boat'
fa:r	'mouse'
šawwa:fa	'mirror'
jamba:d	'fishing rod'
kabiš	'ram'
galb	'heart'
ziri	'grain field'
xari:f	'autumn'
hille	'village'
ruma:d	'ashes'
wa:di	'valley'
yarda	'yard'

P-S8. The Definite Article

G8. The nouns in P-S7 are all indefinite. To make these nouns definite, we add ?al, "the." Nouns which begin with a "moon" consonant in their indefinite form, e.g. ?um becomes ?al?um in its definite form. However, nouns which begin with a "sun" consonant change the l in ?al to a consonant identical to the first consonant in the word. e.g. te:r + the definite article becomes ?atte:r. This phenomenon is referred to as "complete assimilation."

E8. Listen to your instructor use the definite article with the words in E7. Your instructor will then read the indefinite forms and you should try to transcribe them and mark those words which take ?al as a definite article, i.e. words which begin with a "moon" consonant.

P-S9. Noun plus Adjective

G9. In Chad Arabic adjectives follow the nouns they modify. Thus the English phrase a big man has an Arabic equivalent of rajul kabi:r, which is literally translated "man big."

If the noun is definite, the adjective which modifies it must also be definite. For example, the big man will have an Arabic equivalent of ?arrajul ?alkari:r, literally translated as "the man big."

E9. Listen to the following noun phrases then try to transcribe them. Mark those forms which are definite.

te:r kabi:r	"a big bird"
ʔe:t <u>saxayyar</u>	"a small house"
?arrajul ?attawi:l	"the tall man"
jamal ba:til	"a thin camel"
?albalad ?alwesi:	"the vast country"
?almufta:h ?attagi:l	"the heavy key"
kelib ?abyet	"a white dog"
?aššawwa:fa ?annadi:f	
	"the clean mirror"
kabiš sami:n	"a fat ram"
?algalam ?algiſayyar	
	"the short pencil"

P-S10. Gender

G10. All nouns in Arabic belong to two gender classes: masculine and feminine. This division has nothing to do with sex since it also pertains to inanimate nouns. The feminine masculine distinction is applied to adjectives when they modify human nouns, otherwise the masculine adjective is used with all non-human nouns. e.g. wled seme "a good boy", but bneyya semha "a good girl."

E10. Listen to the following phrases and tell whether the adjective has a masculine or a feminine form.

<u>?abba</u> kari:m	'a generous father'
?um kari:ma	'a generous mother'
wled kabi:r	'a big boy'
?albneyya ?alkabi:ra	'the big girl'
<u>mara</u> semha	'a good woman'
rajul seme	'a good man'
?al?axu ?attawi:l	'the tall brother'
?uxt tawi:la	'a tall sister'

P-S11. Number

G11. A noun in Chad Arabic can have three different forms depending on whether it is singular, dual, or plural. The dual will be dealt with in another section. The plural, unlike English, cannot be formed from the singular by simple rules. The best way to learn plural forms is to memorize them as you memorize the singular forms.

E11. Following is a list of singular nouns and their plural forms. Listen to your instructor read these forms and try to transcribe them. Close the book and try to identify the singular and plural forms as your instructor reads.

<u>Singular</u>		<u>Plural</u>
te:r	'bird'	tuyu:r
be:t	'house'	buyu:t
šadra:y	'tree'	šadar
jamal	'camel'	juma:l
rajul	'man'	ruja:l
?um	'mother'	?unmaha:t
?abba	'father'	?ab?aha:t
šawwa:fa	'mirror'	šawwa:fa:t
yarda	'yard'	yarda:t
dukka:n	'shop'	daka:ki:n
dakar	'male'	duku:r
galb	'heart'	gulu:b
yo:m	'day'	?ayya:m
wled	'boy'	?awla:d

P-S12. The Dual

G12. The plural in Arabic applies to number three and above. Number two is not a plural, it is a dual and has a different form. The dual, unlike the plural, can be formed by a simple rule. Nouns, in general, form their plural by adding e:n to the singular; feminine nouns ending in /-a/ add te:n.

E12. You are familiar with most of the words presented here. Listen to your instructor read these words at random. Recognize the dual forms and tell whether the noun is feminine or masculine.

Singular

Dual

te:r	'bird'	te:re:n
be:t	'house'	be:te:n
bneyya	'girl'	bneyte:n
?i:d	'hand'	?i:de:n
galb	'heart'	galbe:n
wled	'boy'	wlede:n
<u>marra</u>	'once'	<u>marrate:n</u>
jamal	'camel'	jamale:n
yarda	'yard'	yardate:n
huma:r	'donkey'	huma:re:n

P-S13. Number: Noun plus Adjective

G13. In a noun phrase, the adjective has a plural form if the noun modified is dual or plural. Again there is no simple rule for forming the plural of adjectives--they have to be memorized.

E13. Your instructor will read the following phrases. Try to transcribe them and recognize the plural vs. the singular forms in the adjectives.

te:r kabi:r	'a big bird'
te:re:n kuba:r	'two big birds'
tuyu:r kuba:r	'big birds'
buyu:t wusa? or	'spacious houses'
buyu:t wasi?i:n	
ruja:l tuwa:l	'tall man'
huma:re:n suma:n	'two fat donkeys'
kula:b ba:tili:n	'thin dogs'
mufta:he:n tuga:l	'two heavy keys'
?alwlede:n ?alkuba:r	'the two big boys'
?al?ayya:m ?attuwa:l	'the long days'

P-S14. Possessive Suffixes

G14. The possession of nouns (e.g. my book, your house, etc.) is done in Arabic by adding a suffix to the noun. The pronominal suffixes which signify possession are:

-i	'my'
-ak	'your (masculine singular)'
-ki	'your (feminine singular)'
-a	'his'
-ha	'her'
-na	'our'
-kum	'your (plural)'
-hum	'their (masculine)'
-hinna	'their (feminine)'

E14. Your instructor will give you a list of nouns with possessive suffixes. Listen to the words read and identify the possessive suffix by giving its meaning in English.

e.g.

kita:bi	my
kita:bhum	their (masculine)

P-S15. Possessed Nouns plus Adjective

G15. Possessed nouns (i.e. nouns with possessive suffixes) never take the definite article. However, the definite article must be added to the adjective which modifies a possessed noun.

e.g.

kita:bi ʔalkabi:r	'my big book'
jamala ʔassaxayyar	'his small camel'
be:tha ʔalʔabyet	'her white house'

E15. Your instructor will give you noun phrases made up of possessed nouns and adjectives. Listen to these phrases and give their meaning in English.

TEST 2

Listen to the following words and phrases. Transcribe what you hear and give the meaning in English. This test includes familiar vocabulary and grammatical points covered in the previous lessons.

mara semha
rajul kari:m
ʔalbneyya ʔalkari:ma
be:te:n kuba:r
ʔattuyu:r ʔassuxa:r
kula:b ba:tili:n
huma:re:n suma:n
mufta:hi ʔattagi:l
wledkum ʔassaxayyar
ʔaxtina ʔalkari:ma

P-S 16 The Construct Phrase

G 16. Chad Arabic "construct phrases" are formed by Noun plus Definite Article plus Noun. This corresponds to the English "The plus Noun plus of plus the plus Noun".

e.g.

kita:b ?al wled

"The book of the boy"

lo:n ?al kursi

"The color of the chair"

su:f ?al xanama:y

"The wool of the ewe"

E 16. Listen to the construct phrases formed from previous vocabulary. Transcribe and give the English translation.

P-S 17 "To be" Sentences

G 17. The present tense of the verb "to be" is not expressed in Chad Arabic. The construction Definite Article + Noun + Adjective (or Noun) is equivalent to the English construction "The + Noun + is (or are) + Adjective (or Noun)."

e.g.

?atte:r kabi:r	"The bird is big."
?alwled leko:l	"The boy is a student."
?albneyya kabi:ra	"The girl is big."

Notice the difference between the "to be" sentence and the noun phrase consisting of a noun plus an adjective.

?alwled kabi:r	"The boy is big."
wled kabi:r	"A big boy."
?alwled ?al kabi:r	"The big boy."

E 17. Your instructor will read a set of utterances some of which are "to be" sentences and some of which are noun phrases. Respond by giving the correct English translation.

P-S 18 Personal Pronouns

G. 18 The personal pronouns which function as subjects are:

?ana	"I"
?inta	"you (masculine)"
?inti	"you (feminine)"
hu:	"he"
hi:	"she"
?ani:na	"we"
?intu	"you (plural)"
human	"they (masculine)"
hinna	"they (feminine)"

When we use the above pronouns as subjects, we never use the definite article with them as we do with nouns.

e.g.

?ana wled	"I am a boy"
hi: kabi:ra	"She is big"

E 18. Listen to the following "to be" sentences constructed of a personal pronoun plus a noun or an adjective. Respond by giving the translation of the pronoun in English.

P-3 19 Negation of "to be" Sentences

G 19. "To be" sentences in the present tense form their negative by adding the negation particle ma: "not" after the noun phrase which contains the subject.

e.g.

?ana ma: kabi:r

"I am not big"

?alwled ?alkabi:r ma: kari:m

"The big boy is not generous"

E 19. Listen to the following "to be" sentences, some of which are positive and some negative. Respond to each sentence with either "positive" or "negative".

P-S 20 Interrogation of "to be" Sentences

G 20 Questions are formed out of "to be" sentences by adding the interrogative particle walla "or" at the end of the sentence.

e.g.

?alwled kabir walla?

"Is the boy big?"

?ana kari:m walla?

"Am I generous?"

E 20 Your instructor will give you a number of "to be" sentences which are either statements or questions. Respond by saying whether the sentence is a "statement" or a "question".

P-S 21 Interrogation plus Negation

G 21 "To be" sentences can combine negation and interrogation. The negative particle ma: and the interrogative particle walla (see P-S 19 and P-S 20) can occur in the same sentence.

e.g.

?lwled ma: kabi:r walla?

"Isn't the boy big?"

?ana ma: kari:m walla?

"Am I not generous?"

E 21 The sentences in this exercise are of four kinds. You are supposed to listen to each sentence and tell whether it is a statement, negative, interrogative, or negative interrogative.

P-S 22 Past Tense of "to be"

G 22. The past tense of the verb "to be", unlike the present, is implicitly expressed. Two words (zama:n and ka:n) are used to express the past notion.

e.g.

?alwled zama:n kari:m

"The boy was generous"

?alwled ka:n kari:m

"The boy was generous"

While "zama:n" is not inflected, "ka:n" changes in form according to the subject. We will encounter these changes later on when we talk about subject suffixes.

E 22. This exercise contains "to be" sentences which are either present or past. Your instructor will read the sentences, and you should be able to recognize whether they are "present" or "past".

Test 3

Listen to the following phrases and sentences read by your instructor.

Give the proper translation in English.

kita:b ?arrajul

?alkita:b kabi:r

?albneyya semha

?ana wled

hi: mara

hu: ma: kari:m

?alkursi ?ahmar walla?

?inta ma: saxayyar walla?

?inti zama:n semha

hu: zama:n kari:m

P-S 23 Prepositions

G 23. Prepositions are used with definite and indefinite nouns to express location or direction. The following are the most common prepositions in Chad Arabic. The English glosses given do not always apply. Prepositions are very often used in an idiomatic fashion and cannot be translated out of context.

fi:	"in"
min	"from"
le:	"to"
maʔa	"with"
foʔg	"above, up"
tihit	"under"
ʔusut	"inside, in the middle"
jamb	"beside"

E 23. Listen to the following prepositions used with nouns. Give the meaning of the prepositional phrases in English.

P-S 24. Prepositions plus Possessive Suffixes

G 24. Prepositions are used with possessive suffixes (P-S 14). In such cases, however, we very often have changes in the shape of both prepositions and suffixes. Sometimes we have two alternate forms which are acceptable. Even if you use one form only, you should be able to recognize the alternate possibilities.

E. 24. Below is a list of prepositions used with different possessive suffixes. Your instructor will read the list at random. Try to give the meaning in English.

fi: * possessive suffixes

sing.

1st per. fi:

2nd " (m) fi:k

2nd " (f) fi:ki

3rd " (m) fi:

3rd " (f) fi:hi / fi:ha

pl.

fi:na

fi:skum

fi:skum

fi:hum

fi:hinna

min + possessive suffixes

sing.

1st per. minni

2nd " (m) minnak

2nd " (f) minnik / minniki

3rd " (m) minhu

3rd " (f) minhi / minha

pl.

minnina

minnukum

minnukum

minnum

minhinna

le: + possessive suffixes

sing.
1st. per. ley

2nd. " (m) le:k

2nd. " (f) le:ki

3rd. " (m) le:hu

3rd. " (f) le:hi

pl.
le:na

le:kum

le:skum

le:shum / le:tm

le:shinna / le:tm

ma?a + possessive suffixes

sing.
1st. per. ma?i / ma?a:y

2nd. " (m) ma?ak

2nd. " (f) ma?a:ki

3rd. " (m) ma?ahu

3rd. " (f) ma?ahi

pl.
ma?ana

ma?a:kum

ma?a:skum

ma?a:shum

ma?a:shum

fo:g + possessive suffixes

sing.
1st. per. fo:gi

2nd. " (m) fo:gak

2nd. " (f) fo:gki

3rd. " (m) fo:ga

3rd. " (f) fo:ga

pl.
fo:gna

fo:gkum

fo:gskum

fo:gshum

fo:gshum

tihit + possessive suffixes

sing.
1st. per. tihti

2nd. " (m) tihtak

2nd. " (f) tihtik

3rd. " (m) tihta

3rd. " (f) tihta

pl.
tihitna

tihitkum

tihitkum

tihithum

tihithum

ʔusut + possessive suffixes
sing.

1st. per. ʔusti

2nd. " (m) ʔustak

2nd. " (f) ʔusutki

3rd. " (m) ʔusta

3rd. " (f) ʔusta

pl.

ʔusutna

ʔusutkum

ʔusutkum

ʔusuthum

ʔusuthum

jamb + possessive suffixes
sing.

1st. per. jambi

2nd. " (m) jambak

2nd. " (f) jambik

3rd. " (m) jamba

3rd. " (f) jamba

pl.

jambina

jambakum

jambakum

jambahum

jambahum

P-S 25 Demonstrative Pronouns

G 25. Demonstrative pronouns in Chad Arabic are distinguished according to number and gender. This is unlike the English demonstrative pronouns which are distinguished according to number only. The usage of this and these to denote something here as opposed to that and those to denote something there is similar in both English and Arabic.

Following are the Arabic forms.

<u>sing.</u>	<u>pl.</u>
<u>this</u> (mas.) da:	do:l
(fem.) di:	de:l
(mas.) da:k	do:lak
<u>that</u> (fem.) di:k	de:lak

E 25. Listen to the following sentences and give the proper English translation.

P-S 26 Interrogative Pronouns

G 26. The following interrogative pronouns are used to ask questions for which a yes or no answer cannot be given.

ʒunu	"what"
ya:tu	"who, whom"
we:n	"where"
mata	"when"
we:n / we:nu	"which"
ke:f / kike:f	"how"

E 26. Listen to your instructor ask questions. Give the meaning of the interrogative pronouns he uses.

P-S 27 The Relative Pronoun

G 27. There is only one relative pronoun in Chad Arabic which corresponds to the English who, that, which. This pronoun is ?al and is used with nouns regardless of number and gender.

e.g.

?alwled ?al?axury

"The boy who is my brother."

?alkursi ?al?ahmar

"The chair which is red."

?a-rajul ?alja:

"The man who came."

Notice that both the definite article and the relative pronoun have the same form ?al.

E 27. Listen to the following relative clauses and give their meaning in English.

P-S 28 Possessive Construction - hana

G 28. One way of showing possession in Chad Arabic is the "construct phrase" (P-S 16). Another way is the use of the preposition hana to form phrases like "?alkita:b hana ?alwled" which means "The book of the boy. This has the same meaning as "kita:b ?alwled."

Since hana is a preposition, it can also take different possessive suffixes as mentioned in (P-S 24). When hana is attached to different possessive suffixes the following forms result:

<u>sing.</u>	<u>pl.</u>
1st per. hana:y	hana:na
2nd. " (m) hana:k	hana:kum
2nd " (f) hana:ki	hana:kum
3rd " (m) hana:w / hana:hu	hana:hum / hana:human
3rd " (f) hana:hi	hana:hum / hana:human

E 28. Listen to the following phrases and give their meaning in English.

Test 4

Listen to the following phrases and sentences, then give their meaning in English.

fi: be:ti

tihiṭ ʔaṣṣadara:y

ʔarrajul da: kabi:r

ʔal mara di: kabi:ra

we:n ʔinta?

ʔalwled ʔal ʔaxu:y

ʔaṣṣadara:y hana ʔarrajul

ʔal kita:b hana:hi

P-S 29 Past Tense of C-C-C Verbs

G 29. The past tense is the basic form of Chad Arabic verbs, and from it other verbal forms can be derived.

Arabic words in general, and specially verbs, are formed from a root consisting of consonants which convey the basic meaning. Most verbs contain three consonants, even though some of them may have two or four. The three consonants (C-C-C) convey the general meaning, while the vowels in between and suffixes and prefixes convey the grammatical meaning. For instance, the root s-r-b has the general meaning of drinking. When we add vowels in between the consonants to form a word /sirib/, we give it the meaning "he drank". The vowels tell us that the verb is in the past tense, that the subject is singular, and that the subject is a third person masculine.

The past tense of most GGC verbs is formed by inserting i, a, u between the consonants.

E 29. Listen to the past tense of the following C-C-C verbs and try to transcribe the three consonants you hear. Learn the meaning of the verbs.

✓sirib	"he drank"
dar <u>ab</u>	"he hit"
katab	"he wrote"
fihim	"he understood"
ragad	"he slept"
daxal	"he entered"
libis	"he wore"
marag	"he passed"
dihik	"he laughed"
zagal	"he threw"

P-S 30 Past Tense Subject Suffixes

G 30. Verbs in the past tense indicate the person as well as the number and gender of the subject. This is done by suffixing subject markers to the verb. The subject suffixes are:

-t / -ta	"I"
-ta	"you (mas)"
-ti	"you (fem)"
-ø / -a	"he"
-at	"she"
-na	"we"
-tu	"you (pl.)"
-u	"they"

Notice that the third person singular "he" is signified by the absence of a subject marker. We call this a zero suffix.

Following is the verb /sirib/ with the different subject suffixes attached to it.

✓ siribt	"I drank"
✓ siribta	"you (mas) drank"
✓ siribti	"you (fem) drank"
✓ sirib	"he drank"
✓ siribat	"she drank"
✓ siribna	"We drank"
✓ siribtu	"you (pl.) drank"
✓ siribu	"they drank"

E 30. Your instructor will use the following verbs with different subject suffixes. Listen to the words and give their proper translations.

katab
fihim
dihik
daxal
ragad

P-S 31 Present Tense of C-C-C verbs

G 31. There is no distinction in Chad Arabic between the present and the future tenses. One form, which we call present, serves to express both tenses. For C-C-C verbs the pattern is -CCVC- for singular subjects and -CVCC- for plural subjects. Here V stands for any vowel inserted between the root consonants. For example, the root $\sqrt{\text{r-b}}$ will have the form $\sqrt{\text{r}}\text{-V-b}$ if the subject is singular and $\sqrt{\text{s}}\text{-V-rb}$ if the subject is plural.

E 31. Take the past tense verbs in the previous lesson and predict the form in the present according to whether the subject is singular or plural.

P-S 32 Present Tense Subject Affixes

G 32. In the present tense the number, person and gender of the subject is indicated by a set of affixes. The prefixes attached to the stem of the verb indicate the person, while the u suffix indicates plurality.

	<u>sing.</u>	<u>pl.</u>
1st. per.	nV-	nV- -u
2nd. "	tV-	tV- -u
3rd. " (m)	yV-	yV- -u
3rd. " (f)	tV-	yV- -u

The symbol V refers to any vowel which may occur with the prefix.

The vowel is different with different verbs.

Below is the root s-r-b in the present with different subject affixes:

nasrab	"I drink"
tasrab	"you (mas) drink"
tasrabi	"you (fem) drink"
yasrab	"he drinks"
tasrab	"she drinks"
nasarbu	"we drink"
tasarbu	"you (pl) drink"
yasarbu	"they drink"

E 32. Your instructor will use the following verbs with different subject affixes. Listen to the forms and give the translation in English.

k-t-b
f-h-m
d-h-k
d-x-l
r-g-d

P-S 33 Imperatives of C-C-C Verbs

G 33. The imperative form of C-C-C verbs is the same as that of the present tense: -CCVC- or -CVCC-. The prefix is always ?V-. The suffixes are zero, -i and -u for third person masculine singular, third person feminine singular, and third person plural respectively.

e.g.

✓
?asrab

"drink (mas)"

✓
?asarbi

"drink (fem)"

✓
?asarbu

"drink (plural)"

E 33. Listen to the imperative of the following verbs and identify the person who is addressed.

katab

fihim

ragad

libis

dihik

marag

P-S 34 Negation of Verbs

G 34. To negate a verb in any tense all you have to do is add the negation particle ma: in front of it.

e.g.

hu: ma: sirib

"he did not drink"

ma: tadhak

"don't laugh"

ma: narkul

"I don't eat"

E 34. Listen to the following sentences and give their proper English translation.

P-S 35 Past Tense of W-C-C Verbs

G 35. In addition to the strong C-C-C verbs there are some weak verbs which contain what is called a weak consonants. The weak consonants in Arabic are /w/ and /y/. The W stands for the weak consonant in the verbs whose form is W-C-C. These verbs behave differently from the strong verbs. The past tense of this class of verbs is not different from the regular pattern. Thus /w-j-d/ and /w-l-d/ have the past forms /wajad/ and /wilid/.

E 35. Listen to the following verbs in the past tense as used with different subject suffixes. Try to give the translation in English.

wasal	"he arrived"
wilid	"he got a child"
wagad	"he lit (fire)"

P-S 36 Present and Imperative of W-C-C Verbs

G 36. The present and imperative forms of W-C-C verbs have the form -WCVC-. The root /w-s-l/ "to arrive", for example, is conjugated in the following manner.

<u>Present</u>	<u>Imperative</u>
nawsal	?awsal
tawsal	?awsali
tawsali	?awsalu
yawsal	
tawsal	
nawsalu	
tawsalu	
yawsalu	

E 36. Listen to the following verbs in the present and the imperative. Give the meaning in English.

w-s-l	"arrive"
w-l-d	"give birth"
w-g-d	"light a fire"
w-j-d	"find"

P-S 37 Past Tense of C-W-C Verbs

G 37. This class of verbs has a weak consonant in the middle and contains roots like /g-w-l/ "say" and /s-y-r/ "walk. If the weak consonant is a w, the form of the past tense will be CuC—; and if the weak consonant is a y, the form will be CiC—. Thus, after suffixing the subject markers, we get forms like /gulna/ "we said" and /sirtu/ "you walked.

In the third person we get the forms CaC—r

e. g.

sarr

"he walked"

ga:lu

"they said"

E 37. Listen to your instructor use the following C-W-C verbs with different subject suffixes.

ga:l

"he said"

sarr

"he walked"

ta:r

"he flew"

sa:l

"he picked up"

P-S 38. Present and Imperative of C-W-C Verbs

G 38. The form of C-W-C verbs in the present is -Cu:C- if the middle consonant is a w, and -Ci:C- if the middle consonant is a y. Thus for /g-w-l/ we get the form /gu:l/ and for /s-y-r/ we get /si:r/. The imperative of these verbs takes no prefix. The subject suffixes are the same as before.

E 38. Listen to the following words read by your instructor and give their proper translations.

Present

nagu:l
tagu:l
tagu:li
yagu:l
tagu:l
nagu:lu
tagu:lu
yagu:lu

Imperative

gu:l
gu:li
gu:lu

Present

nisi:r
tisi:r
tisi:ri
yisi:r
tisi:r
nisi:ru
tisi:ru
yisi:ru

Imperative

si:r
si:ri
si:ru

P-S 39 Past Tense of C-C-W Verbs

Q 39. Verbs of the class C-C-W usually take the form CVCV- in the past, but it is difficult to predict what the vowels are. Below are two common verbs with their subject suffixes.

/masa/ "He walked"

mase:t

mase:t

mase:ti

masa

masat

mase:na

mase:tu

masu

/ligiya/ "he found"

ligi:t

ligi:t

ligi:ti

ligiya /liga

ligiyat

ligi:na

ligi:tu

ligyu / ligu

E 39. Listen to the conjugation of the following verbs in the past tense. Give the meaning in English.

bada

"he began"

sara

"he bought"

rama

"he threw"

gara

"he read"

P-S 40 Present and Imperative of C-C-W Verbs

G 40. The present and imperative form of this class of verbs is -CCV-. Again there is no simple way of predicting the shape of the vowel. Following are two verbs conjugated in the present and the imperative.

	<u>/maša/</u>	<u>/ligiya/</u>
<u>Present</u>	namši	nalga
	tamši	talga
	tamši	talga
	yamši	yalga
	tamši	talga
	namšu	nalgu
	tamšu	talgu
	yamšu	yalgu
<u>Imperative</u>	?amši	?alga
	?amši	?algi
	?amšu	?algu

E 40. Listen to the conjugation of the following verbs and try to give the meaning in English.

šara	"he bought"
rama	"he threw"

P-S 41 Past Tense of C₁C₂C₂ Verbs

G 41. This class of verbs represents verbal roots whose medial and final consonants are identical. The past tense form of these verbs is always C₁aC₂C₂. However, before adding the subject suffixes of the first and second persons, e: is inserted. With the third person singular a is inserted between the verb and the suffix.

e.g. /m-d-d/ = subject suffixes.

madde:t	"I extended"
madde:t	"you (mas) extended"
madde:ti	"you (fem) extended"
madda	"he extended"
maddat	"she extended"
madde:na	"we extended"
madde:tu	"you extended"
maddu	"they extended"

E 41. Listen to the following verbs used with different subject suffixes and give their meaning.

lamma	"he gathered"
habba	"he loved"
dagga	"he knocked"

P-S 42 Present and Imperative of $C_1C_2C_2$ Verbs

G 42. The present tense form of $C_1C_2C_2$ verbs is always $-C_1VC_2C_2-$ where V is either i or u. Following is the root /m-d-d/ "to stretch or extend" as used with different subject suffixes.

<u>Present</u>	<u>Imperative</u>
nimidda	midda
timidda	middi
timiddi	middu
yimidda	
timidda	
nimiddu	
timiddu	
yimiddu	

E 42 Your instructor will use the following verbs with different subject suffixes in the present and the imperative. Give the English translation of the words.

linna	"gather"
sidda	"block, close"
dugga	"knock"

P-S 44 The "Hamza" Verbs

G 44. This class of verbs contains "hamza" ʔ as one of its consonants. If the ʔ is the medial consonant the verb behaves like a strong C-C-C verb. If ʔ is the first consonant it is deleted in the present and the imperative resulting in a long vowel. For example /ʔ-k-l/ "to eat", + /na/ → /na + ʔakul/. When the "hamza" is deleted we get /na+akul/ which is the same as /na:kul/ "I eat". The final hamza is also deleted before the subject suffixes are attached.

E 44. Listen to the following verbs read by your instructor.

/ʔ-k-l/ "to eat"

<u>Past</u>		<u>Present</u>	
ʔakalt		na:kul	
ʔakalta		ta:kul	
ʔakalti		ta:kuli	
ʔakal		ya:kul	
ʔakalat		ta:kul	
ʔakalna		na:kulu	
ʔakaltu		ta:kulu	
ʔakalu		ya:kulu	

Imperative

ʔa:kul
ʔa:kuli
ʔa:kulu

/s-?-l/ "to ask"

Past

sa?alt
sa?alta
sa?alti
sa?al
sa?alat
sa?alna
sa?altu
sa?alu

Present

nas?al
tas?al
tas?ali
yas?al
tas?al
nas?alu
tas?alu
yas?alu

Imperative

?as?al
?as?ali
?as?alu

/b-/d-?/ "to begin"

Past

bade:t
bade:ta
bade:ti
bada
badat
bade:na
bade:tu
badu

Present

nabda
tabda
tabdi
yabda
tabda
nabdu
tabdu
yabdu

Imperative

?abda
?abdi
?abdu

Test 5

The following sentences contain verbs you have studied in previous lessons. Listen to your instructor read the sentences and give their English translations.

?ana ?akalt.

?ani:na nagu:lu.

hu: masa.

human yiti:ru.

?alwled ?akal.

?albneyya tas?al

?ani:na nasrabu

?anta bade:ta.

?as?al.

kassiru.

P-S 45 Expressing the Future and the Progressive

G 45. There is no special form for the verb in Chad Arabic to express the future idea. The present tense of the verb is used plus some adverb of time which expresses futurity. Following are some time expressions which are commonly used to express the future.

?amba:kir	"tomorrow"
ba?d ?amba:kir	"dayafter tomorrow"
subu: ?alja:y	"next week"
sanalja:y	"next year"

The progressive tense is expressed by using the auxiliary /ga?id/ before the main verb. /ga?id/ means "sitting", but when used with a verb it gives the idea of progressiveness or continuity. Thus /?ana ga?id na^vsra^b/ is translated into English as "I am drinking".

/ga?id/ is inflected to show number and gender in the following manner.

- /ga?id/ is used for the masculine singular.
- /ga?id^a/ is used for the feminine singular.
- /ga?idⁱ:n/ is used for the plural: masculine and feminine.

To express the progressive idea in the past a past time expression is used. Following are some common past time expressions.

?amis	"yesterday"
?awwal ?amis	"day before yesterday"
subu: ?alfa:t	"last week"

sanalfa:t

"last year"

E 45. Listen to the following sentences and give their meaning in English.

P-S 46. "To have" Sentences"

G 46. There is no equivalent for the verb have in Chad Arabic, but the idea is expressed by the preposition /ʔind/. Thus /ʔana ʔindi kita:b/ is equivalent to "I have a book" in English.

The preposition /ʔind/ can be attached to different possessive suffixes in the following manner.

ʔindi	"I have"
ʔindak	"you (mas) have"
ʔindik	"you (fem) have"
ʔinda	"he has"
ʔinda	"she has"
ʔindina	"we have"
ʔindukum	"you (pl) have"
ʔindum	"they have"

To express the past idea "had", a past time expression is used. (see P-S 45).

E 46. Give the proper translation of the following sentences.

P-S 47 The Active Participle

G 47. The active participle refers to the one who "does" or "is doing". e.g. /ka:tib/ is the active participle of /kataba/ and it means "writer".

The active participle of C-C-C verbs has the shape Ca:CaC : e.g. /ka:tib/. For C-C-W verbs the form is Ca:Ca : e.g. /ma:si/ "the one who walks". Qudriliteral verbs form their active participles according to the form CaCCa:C, : e.g. /kassa:r/ "the one who breaks".

E 47. Following is a list of active participles and their meanings. Try to recognize the verbs from which these forms are derived.

ka:tib	"writer"
✓ sa:ri	"buyer"
ga:ri	"reader"
?a:rif	"one who knows"
nagna:g	"one who mutters"
la:bis	"one who wears"
✓ ma:si	"one who walks"
fa:tih	"one who opens"
kadda:b	"liar"
sa:ʔil	"one who asks"

P-S 48 The Passive Participle

G 48. The **passive** participle denotes something which is "done". It is used as an adjective or a noun. For instance, /maktu:b/ means something which is written, hence "a letter".

Verbs of the form C-C-C form their passive participles after the fashion maCCu:C :e.g. /maktu:b/. The passive participle of quadriliteral verbs has the form muCaCCaC : e.g. /mukassar/ "broken".

E 48. Below is a list of passive participles and their meanings. Try to recognize the verbs from which these forms are derived.

makut:b	"written, a letter"
mukassar	"broken up, smashed"
maksu:r	"broken"
ma?ru:f	"known"
mawju:d	"found, existing"
masdu:d	"blocked"
maftu:h	"open"
mulabbas	"dressed, coated"
murabbat	"tied, entangled"
marbu:t	"tied"

P-S 49. Direct Object Suffixes

G 49. The direct object pronouns in Chad Arabic are suffixes attached after the verb and the subject marker. These suffixes are very close to the possessive suffixes discussed earlier (see P-S 14). Following are the direct object pronoun suffixes:

-ni	"me"
-ak	"you (mas)"
-ki	"you (fem)"
-u	"him"
-a/ -ha	"her"
-na	"us"
-kum	"you (pl)"
-um /-hum	"them"

E 49. Your instructor will compose sentences containing direct object suffixes. Give the equivalent object pronoun in English.

P-S 50 Indeirect Object Suffixes

G 50. The indirect object suffixes are also used after the verb and the subject suffix. They are similar in shape to the pronoun /le:/ "to, for" as used with possessive suffixes (see P-S 24). Following are the indirect object suffixes:

-ley	"to/ for me"
-le:k	"to/ for you (mas)"
-le:ki	"to/ for you (fem)"
-le:hu	"to/ for him"
-le:hi	"to/ for her"
-le:na	"to/ for us"
-le:kum	"to/ for you (pl)"
-lum	"to/ for them"

E 50. The following sentences contain indirect object suffixes. Listen to your instructor read these sentences and give the equivalent object pronoun in English.

P-S 51 Verbs in Series

G 51. If two verbs are linked together in English, the second takes the infinitive form: e.g. he came to see me. In Arabic, however, both verbs will be conjugated to translate literally "he came he saw me" or "he came he sees me".

e.g.

ja: yiṣi:fni

"he came to see me"

ja: ṣa:fni

"he came and saw me"

yūdo:ra yunu:m

"he wants to sleep"

xalli:na namsu

"let us go"

E 51. Give the proper English translation of the following sentences.

Test 6

Listen to the following Arabic utterances. Give the meaning in English.

?ana nam^hsi ?amba:kir.

?ani:na ga?idi:n na^hsrabu.

?indak kita:b.

?indum wled walla?

hu: ka:tib.

hu ma kadda:b.

hi: katabat maktu:b.

?aktuble^y maktu:b.

xalli:na na:kulu.

human ^hsa:fo:ni.

P-s 52 Conjunctions

G 52. Conjunctions are function words which join words or phrases in some kind of relationship to each other. Following are some of the most common conjunctions in Chad Arabic.

wa, w, u	"and"
walla	"or"
wala	"nor"
wala---wala	"neither---nor"
la:kin, wala:kin	"but"

The conjunction /wa/ is sometimes reduced to /w/ in fast speech. The /w/ becomes a /u/ if it falls next to consonants.

E 52. The following phrases and sentences contain conjunctions. Give the English equivalents of the conjunctions and try to translate the phrases and sentences you are familiar with.

P-S 53 Cardinal Numbers I

G 53. The numbers "one" and "two" distinguish between the feminine and the masculine even though the distinction is not always used.

wa:hid	"one (mas)"
wahde	"one (fem)"
tine:n	"two (mas)"
titte:n	"two (fem)"

The dual form (see P-S 12) is sometimes used instead of expressing the word for number "two". Thus we can say /kita:b tene:n/ or /kita:be:n/ "two books".

E 53. Listen to your instructor read the following numbers (1-10) and learn their meanings.

wa:hid	"one"
tine:n	"two"
tala:ta	"three"
?arba	"four"
xamsa	"five"
sitte	"six"
sab?a	"seven"
tama:nya	"eight"
tis?a	"nine"
?asara	"ten"

E 54 Cardinal Numbers II

G 54. The numbers 11-20 are formed in two different ways in Chad Arabic. One way of doing it is to mention the word "ten" followed by the word for "one", "two", "three" etc. to form the number required.

e.g.

ʔasara tɪn:n

"ten two: i. e. twelve"

ʔasara xamsa

"ten five": i.e. fifteen"

The other way of forming numbers 11-20 is by using the suffix /-aʔsar/ "ten" plus a prefix that denotes the number which is added to ten.

E 54. Listen to the following words and learn to associate the word with the meaning.

wɪhdaʔsar

"eleven"

ʔatnaʔsar

"twelve"

talattaʔsar

"thirteen"

ʔarbataʔsar

"fourteen"

xamistaʔsar

"fifteen"

sittaʔsar

"sixteen"

sabataʔsar

"seventeen"

tamantaʔsar

"eighteen"

tisataʔsar

"nineteen"

ʔɪsɪrɪ:n

"twenty"

Learn the following numbers and their meanings:

talartɪ:n	"thirty"
?arba?ɪ:n	"forty"
xamsɪ:n	"fifty"
sittɪ:n	"sixty"
sab?ɪ:n	"seventy"
tama:nɪ:n	"eighty"
tis?ɪ:n	"ninety"
miyya	"one hundred"
mite:n	"two hundred"
?alf	"one thousand"
?alfe:n	"two thousand"
milyo:n	"one million"
milyo:ne:n	"two million"

P-S 55 Ordinal Numbers

G 55. The ordinal number "first" distinguishes between the feminine /ʔu:la/ and the masculine /ʔaʔwal/, though /ʔaʔwal/ can be used for both.

/ʔaʔwal/ also has the meaning "before, in the beginning".

Ordinal numbers above "tenth" are not used.

E 55. Learn the meaning of the following ordinal numbers. Listen, to your instructor use them in phrases and sentences.

ʔaʔwal	"first"
ta:ni	"second"
ta:lit	"third"
ra:bi	"fourth"
xa:mis	"fifth"
sa:dis	"sixth"
sa:bi	"seventh"
ta:min	"eighth"
ta:si	"ninth"
ʔa:ʔ [✓] si	"tenth"

P-S 56 Fractions and Percentages

G 56. The fractions which are commonly used in Chad Arabic are:

nuss	"one half"
tilt	"one third"
ruba	"one fourth"

To express other fractions the word /filmiyya/ "percent" is used.

E 56. Listen to the following phrases and give their proper English translation.

P-S 57. Telling Time

G 57. To ask about the time the question /sa:?a kam?/ is used.

The answer is /sa:?a ---/. The blank being filled with the proper time.

e.g.

sa:?a ?arba "4:00 o'clock"

sa:?a ?asara "10:00 o'clock"

After the hour the minutes are given. /wa/ is used before the number of minutes "past" the hour and /?illa/ before the number of minutes "to" the hour.

e.g.

sa:?a ?arba wa ?asara "4:10"

sa:?a xamsa ?illa ?isri:n "4:40"

The words /rubu/ and /nuss/ are respectively used for 15 and 30 minutes past the hour.

e.g.

sa:?a wa hid wa rubu "1:15"

sa:?a tala:ta wa nuss "3:30"

E 57. Listen to your instructor give the time and write the equivalent in English.

P-S 58 Weights and Measures

G 58. This section contains words relating to weights and measures.

The dual form is used with some of these words, and the plural is used with one of them. In talking about weights and measure the number precedes the unit: e.g. /ʔasara ki:lu/ "ten kilograms".

Following are the most common units.

gram	"gram"
ki:lu	"kilogram, 1000 grams"
to:n	"ton, 1000 kilograms"
yarda	"yard"
yardate:n	"two yards"
yarda:t	"yards"
sentimitr	"centimeter"
mitr	"meter, 100 centimeter"
kilumitr	"kilometer, 1000 meters"
litr	"liter"

E 58. Listen to the following phrases of numbers and units of measurement. Give the meaning in English.

P-S 59 Directions

G 59. In Chad Arabic one cannot express the ideas of north, south north east, etc. as in English. Two words which express east and west respectively are: /saba:h/ "morning" and /xa:rib/ "sunset" as translated literally. Following are some of the most common words used to express the concept of direction.

saba:h	"east"
xa:rib	"west"
?i:dak azze:na:y	"to your right"
?i:dak al?isra:y	"to your left"
fo:g	"above, up"
tihit	"below, down"
gudda:mak	"before you"
wara:k	"behind you"
gari:b	"near"
be?i:d	"far"

E 59. Listen to the following sentences giving directions.
Translate into English.

P-S 60 Greetings

G 60. Following are some of the common expressions used as greetings.

sala:male:k	"masculine singular"
sala:male:ki	"feminine singular"
sala:male:kum	"plural"

The expression, literally translated, means "peace on you" and is used as a general form of greeting. Other expressions which are used in the same manner are:

taybi:n	"hope you are well"
?a:fya	"good health"

Expressions equivalent to "how are you?" are:

ke:fak / ke:f ha:lak	"masculine singular"
ke:fik / ke:f ha:lik	"feminine singular"
ke:fkum / ke:f ha:lkum	"plural"

The answer to "how are you?" is /?alhamdulillah/ "thank God".

Other useful expressions are:

?ahlan wa sahlān	"welcome"
ma?a sala:mak	"good bye" (literally, "with safety")
sukran	"thank you"

E 60. Listen to your instructor use the above greetings in context. Give the English equivalent.

Test 7

Give the proper English translation of the following.

?axu:y wa ?axti.

hu: ma^Ya wala:kin ma wasal.

?a^Ysra xamsa.

xamsa watala:ti:n

?alfe:n u miyya

sitte ruja:l

nuss sa:?a

sa?a ?arba wa nuss.

?i^Ysri:n gra:m

ma?a sala:mak

NOTES

P-S1. There are two sounds in this lesson which are a little different from their counterparts in English. The /t/ and the /d/ in Arabic are "dental" while in English they are "alveolar". This means that the tip of the tongue is closer to the teeth when the Arabic /t/ and /d/ are pronounced. The same sounds are produced in English with the tip of the tongue against the alveolar ridge. This is a fine distinction to make, but it may be helpful in mastering Arabic pronunciation and teaching English to native speakers of Arabic.

P-S3. Those of you who will be teaching English will discover that Arabic speakers have difficulty in producing an English "retroflex" /r/. The Arabic /r/ is either "flapped" or "trilled" and sounds very much like the Spanish /r/.

P-S5. Native speakers of English may not be used to hearing and producing double consonants. This, however, is very important for Arabic, and the process of doubling consonants is often used as a grammatical feature in the language. Arab students may pronounce words like "stopping" and "umbrella" in a funny way because they think there should be a double consonant in these words as indicated by the spelling.

P-S7. The label given to these consonants comes from /sams/ and /qamar/, the Arabic words for "sun" and "moon". The assimilation of the definite article is conditioned by the phonology. This can be more easily perceived by giving a phonemic chart of Chad Arabic sounds according to their points and manners of articulation. The consonants within the box on the chart

are sun consonants, and the rest are moon consonants.

	l	d	a	p	v	g
	a	e	l	a	e	l
	b	n	v	l	l	o
	ʔ	t	e	a	a	t
	a	a	o	t	r	t
	l	l	l	a		a
			a	l		l
			r			
stops	b	t		k	ʔ	
		d		g		
fricatives	f		s	s	x	h
			z	j		
resonants	m	n	l			
			r			
semi-vowels	w			y		

P-S 8. Even though the shape of the definite article is /ʔal/, it is sometimes reduced to /al/ or simply /l/ when preceded by a vowel

P-S 10. Some nouns and adjectives form their feminine forms by adding /-a/ or /-ha/ to the masculine. Feminine nouns ending in /-a/ usually add a /t/ before the possessive suffix. e.g. /mara/ 'woman', but /marti/ 'my wife'.

P-S 12. The shape of these suffixes may vary with different speakers and with different words they are attached to. However, there will always be a common element which gives a clue to recognizing the right form. For instance, The suffix /-i/ 'my' may appear as /-y/ or /-yi/ after a vowel. /-ki/ 'your (fem)' may appear as /-ik/, /-ha/ 'her' may appear as /-hi/, and /-hum/ 'their' may appear as /-um/.

P-S 17. Arab students usually have difficulty in expressing the verb "to be

in the present, hence producing sentences like " the boy a student". If you teach English this will be a major problem to deal with.

P-S 20. Questions to which the answer is "yes" or "no" can also have the same form as statements, but with a rising intonation.

P-S 22. /ka:n/ takes subject suffixes (see P-S 29) with certain changes of the stem in the following fashion:

kunt	'I was'
kunta	'you (mas) were'
kunti	'you (fem) were'
ka:n	'he was'
ka:nat	'she was'
kunna	'we were'
kuntu/kuntum	'you (pl) were'
ka:nu	'they were'

P-S 43. The verb form $C_1C_2C_2C_3$ is actually a trilateral verb with the medial consonant doubled. This is a common process in most dialects of Arabic, but it seems to be less common in Chad Arabic. To double the medial consonant of trilateral roots is to intensify the action or make it passive. e.g.

kasar	'he broke'
kassar	'he smashed'
barad	'he became cold'
barrad	'he cooled something'

The process, however, seems to be rare in Chad Arabic; and very often the original trilateral root is not used in the dialect. Thus $C_1C_2C_2C_3$ verbs behave like quadrilateral verbs.

P-S 46. The verb have is expected to pose a learning problem for Arab students learning English. The problem will be getting the concept of have as a main verb, as well as an auxiliary verb to form the perfect tense which is not existent in Arabic.

P-S 59. The expression /ʔi:dak azze:nay/ literally means 'your right hand' and /ʔi:dak alʔisra:y/ 'your left hand'. When talking to a woman you should use /ʔi:dik/ and to more than one person /ʔi:dkum/.

PHASE II: ACTIVE PRODUCTION

The active production phase contains forty lessons which are supplemented with taped materials to be used in the laboratory. Each lesson is intended to be covered in one day, but some lessons may take longer depending on their difficulty and the students' progress. While the pre-speech phase is intended for understanding the language, the active phase emphasizes production.

Learning a language is a unique activity. Every language contains the potential for an infinite number of sentences, and speakers of a certain language are capable of understanding and producing sentences they have never heard or said. This implies that learning a language involves more than memorizing a large number of sentences.

Two activities involved in language learning are imitation and induction of the structure.

Imitation is a series of attempts at approaching a model which, in this case, is the speech of a native speaker. The main aim of imitation is forming the articulatory habits of the language to be learned. This is a task which is more difficult to accomplish with adults than with children who are more receptive to forming new habits. Whenever imitation exercises are given, the sequence to be followed is: teacher's model, student's repetition, teacher's model or correction.

Since the sentences of a language cannot be memorized, the system of the language has to be induced if the language is to be used effectively. Children possess the ability of inducing the structure of a language, even when it is thrown at them at random. For a number of reasons people seem to lose this ability as they grow older. Hence, adults need to be given the rules according to which the system of the language

operates if learning is to be efficient and meaningful. The important thing here is not memorizing the rules, but internalizing them in such a way to enable the learner to use them unconsciously. In other words, knowing the language is more than knowing about it. Speaking a language involves knowing the units which are sounds, forms and words; the rules by which a sentence is formed out of these units; and the way these two elements (units and rules) combine to form the system of the language.

A typical lesson in the active phase contains the following:

- a) dialogue
- b) vocabulary
- c) grammatical explanations
- d) exercises

Generally speaking, the function of the dialogue is to serve as an imitation model. Dialogues are not necessarily related to the rest of the lesson, but they deal with topics of every day conversations. For efficient learning the lessons should be studied at home and gone over orally in class. Class time should be used for practicing the language rather than explaining the grammar.

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Phase II: Active Production

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*The numbers in parantheses refer to lessons in the Pre-Speech Phase on which the Active Phase lessons are based.

DIALOGUE CONTENTS

Phase II: Active Production

<u>Lessons</u>	<u>Dialogues</u>
A 1 - 4	= Greetings
A 5 - 8	Directions
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A1. Phonology

I. Dialogue: Greetings

- A. sala:ma:le:k muhammet.
"Hello Mohammad."
- B. sala:ma:le:k ?ali. ke:fak?
"Hello Ali. How are you?"
- A. hamdulilla:h kwayyis. wa ?inta ke:f ha:lak?
"Thank God, I am fine. And how are you?"
- B. hamdulilla:h. wa na:s be:tak?
"Thank God. And your family?"
- A. kullum kwaysi:n. ma?a sala:mak.
"They are all fine. Good bye."
- B. ma?a sala:mak.
"Good bye."

II. Vocabulary

hamdulilla:h-Thank God. Literally: praise be to God

?inta-You (masculine singular).

ke:f-How?

ke:fak-How are you (masculine singular)?

ke:f ha:lak-How are you (masculine singular)? Literally:
How is your condition?

kull-All.

kullum-All of them.

kwaysi:n-Fine (plural).

kwayyis-Fine (singular).

ma?a sala:mak-Good bye (masculine singular). Literally:
with safety.

na:s-People

na:s be:tak-Family. Literally: The people of your house.

sala:ma:le:k-Hello. Literally: Peace be on you.

wa-and.

III. Grammar

A. A number of Chad Arabic consonant sounds are similar to those of English and should pose no difficulty. These consonants are: /b, d, f, g, h, j, k, l, m, n, s, s', t, w, y, z/.

B. The following Chad Arabic consonant sounds have no counterparts in English:

/x/ similar to the German ch in "reich".

/r/ similar to the Spanish r.

/ʔ/ "hamza", similar to the pronunciation of tt in "bottle" in some American dialects.

C. There are five short vowels in Chad Arabic: /i, e, a, o, u/ and five long vowels: /i:, e:, a:, o:, u:/. The short vowels /e/ and /o/ are not very common in the language. They are mainly found in loan words.

D. Emphasis is a phenomenon which affects the whole syllable, and is indicated by underlining. The clue to emphasis is the quality of the vowel. The vowel in an emphatic syllable sounds like /a/ in "father", as opposed to the non-emphatic /a/ in "fan".

E. Double consonants occur in Arabic belonging to two different syllables when they are in word-medial position /mar-ra/, but they may belong to one syllable in word-final position /murr/.

F. /i/ and /u/ may change to /y/ and /w/ respectively depending on their position in the syllable. Two vowels never occur beside each other in Chad Arabic. Therefore, /i/ and /u/ occur contiguous to consonants and /y/ and /w/ contiguous to vowels.

IV. Exercises:

A. Repeat the following words after your teacher:

<u>marra</u>	be:t
jibna	?i:d
dukka:n	ba:d
dakar	ba:b
bneyya	fi:l
xaza:l	<u>mara</u>
rajul	le:l
na:s	su?a:l
šadar	da:r
yo:m	ša:y

B. Listen to the following pairs of words and repeat after your teacher.

na:m	no:m
<u>mara</u>	<u>marra</u>
masi	ma:ši
xa:li:	xa:li
xassala	hassala
ši:fa	ši:la
gu:m	gu:l
?akul	?a:kul
ba:til	bitil
be:d	be:t

C. In this exercise we will take words and phrases from the dialogue and change them according to the person addressed. We will use two male proper names: /muhammet/ and /?ali/, and two female proper names: /fa:tima/ and /hawwa/. Substitute the words given by your instructor and make the necessary changes in the following key examples.

1. sala:male:k muhammet

?ali

hawwa

muhammet

fa:tima

muhamet wa fa:tima

?ali

muhammet wa ?ali

2. ma?a sala:mak ?ali

fa:tima

muhammet

hawwa

fatima wa hawwa

?ali

3. wa ?inta ke:fak?

ke:f ha:lak

?inti

ke:fik

?intu

ke:f ha:lkum

?inta

?inti

4. be:tak ?inta

?inti

?intum

?inta

?intum

5. ?ana kwayyis (fem. kwayse)

hu:

?ali

hum

fa:tima

?inta

?inti

?intum

fa:tima wa ?ali

D. Repeat the dialogue in this lesson making the following substitutions in speakers:

1. A. ?ali
B. fa:tima

2. A. hawwa
B. muhammet

3. A. fa:tima
B. muhammet wa hawwa

A2.

The Definite Article

I. Dialogue: Greetings

- A. taybi:n ʔumar.
"Hello Omar."
- B. taybi:n. sala:ma:k.
"Hello."
- A. ke:f jildak?
"How are you?"
- B. hamdulillah, wa ʔinta?
"Thank God, and you?"
- A. hamdulilla:h, wa na:s be:tak?
"Thank God, and your family?"
- B. kullum kwaysi:n.
"They are all fine."
- A. sallimum ley.
"Greet them for me."
- B. ʔinsa:ʔalla:h.
"I will."

II. Vocabulary:

ʔinsa:ʔalla:h- I will. Literally. God willing.

jildak- Your skin, your body.

ke:f jildak- How are you.

ley- To me, for me.

sallimu:m- Greet them.

sallimu:m ley- Give them my greetings.

taybi:n- Hello, Literally: I hope you are fine.

III. Grammar:

A. Arabic consonants are classified as "sun" and "moon" consonants (see Notes: P-S 7). The sun consonants are : /t, d, s, s, j, z, r, l, and n/. The rest: /ʔ, b, m, f, k, g, x, h, w, and y/ are "moon" consonants.

B. The definite article /ʔal-/ is prefixed to nouns and adjectives. When /ʔal/ is added to a word beginning with a "sun" consonant, the /l/ is assimilated into a consonant identical to the one that begins the word. e. g.

te:r + ʔal → ʔatte:r

but

kelb + ʔal → ʔalkelb.

C. The definite article may have different phonetic shapes according to the environment it is in. For instance, when /ʔal/ occurs in the middle of an utterance, it may lose the /ʔ/ "hamza" in normal speech. e. g. /ʔarrajul ʔattawi:l/ may be heard as /ʔarrajul attawi:l/. When a vowel precedes it, the /ʔal/ may be heard as /l/. e. g. /sana + ʔalja:y/ is heard as /sana lja:y/ "the coming year."

D. An adjective modifying a definite noun must take the definite article.

IV. Exercises:

A. Listen to the following words and phrases in the indefinite form. Respond by giving the definite form. e. g.

teacher
kelb
kelb kabi:r

Student's Response
ʔalkelb
ʔalkelb alkabi:r

sadar
jamal
balad kabi:r
yo:m tawi:l
laham
na:r
te:r saxayyar
huma:r
wa:di
galb

"trees"
"camel"
"big country"
"long day"
"meat"
"fire"
"small bird"
"donkey"
"valley"
"heart"

B. Repeat the following phrase after your teacher, then substitute the words given by the teacher in their proper place in the phrase.

?alkelb ?alkabi:r

huma:r
ba:til
sami:n
jamal
tawi:l
galam
rajul
seme
kabi:r
kabis
balad
be:t
?ahmar
te:r
saxayyar
?abyet

"donkey"
"thin"
"fat"
"camel"
"long, tall"
"pen pencil"
"man"
"good"
"big"
"ram"
"country"
"house"
"red"
"bird"
"small"
"white"

C. Repeat the dialogue in this lesson making the following substitutions in speakers:

1. A. fa:tima

B. ?ali

2. A. ?ahmet

B. hawwa

3. A. ?ali

B. muhammet wa hawwa

A 3.

Gender

I. Dialogue: Greetings

A. sala:male:k.

B. sala:male:k.

A. min fadlak ?usmak ya:tu?
"What is your name, please?"

B. ?usmi yu:suf, wa?inta?
"My name is Joseph, and yours?"

A. ?usmi muhammet.
"My name is Muhammad."

B. ?ana farha:n minnak.
"Glad to meet you."

A. sukran. ma?a sala:mak.
"Thankyou. Good bye."

B. ma?a sala:mak.
"Good bye."

II. Vocabulary:

farha:n- Glad, happy (masculine, singular).

min- From, of

min fadlak-If you please (mas. sing.). Literally : from your
generosity.

minnak- From, of you (mas. sing.).

sukran- Thanks.

?usm- Name.

?usmak- Your name (mas., sing.).

?usmi- My name.

ya:tu- What.

III. Grammar:

A. Chad Arabic nouns belong to two gender classes: masculine and feminine. This distinction applies to both animate and inanimate nouns, and hence it is not based on sex.

B. The masculine-feminine distinction applies to adjectives which modify animate nouns. e. g. /rajul seme/ "a good man", but /marā semha/ "a good woman".

C. Many adjectives have the same form for the masculine and the feminine. Examples of this class of adjectives are the words denoting color.

?abyet	"white"
?aswad	"black"
?ahmar	"red"
?azrag	"blue"
?axdar	"green"
?asfar	"yellow"

D. Another class of adjectives forms the feminine by suffixing /-a/ or /-ha/ to the masculine form. e. g.

<u>masculine</u>		<u>feminine</u>
kabi:r	"big"	kabi:ra
kari:m	"generous"	kari:ma
tawi:l	"long, tall"	tawi:la
sami:n	"fat"	sami:na
<u>tarsa:n</u>	"deaf"	<u>tarsa:na</u>
?amya:n	"blind"	?amya:na
<u>saxayyar</u>	"small"	<u>saxayyara</u>
		or <u>saxayra</u>
gisayyar	"short"	gisayyara
		or gisayra
seme	"good"	semha

Note that some adjectives undergo certain changes when the feminine suffix is added to them.

IV. Exercises:

A. Substitution drill: make the following substitutions and change the gender of the adjectives as needed.

wled kabi:r

bneyya	"girl"
saxayra	
rajul	"man"
kari:m	
<u>mara</u>	"woman"
<u>semha</u>	
kelb	"dog (mas.)"
ba:til	
kelba	"dog (fem.)"
sami:na	
kabiš	"ram"
?ahmar	
xanama:y	"ewe"
?abyet	
?amya:na	
husa:n	"horse"
<u>tarsa:n</u>	
faras	"mare"

B. Make the following substitutions and add or delete the definite article to fit the word which is substituted in the pattern.

?al kelb alkabi:r

?al kelba
?al sami:na
xanama:y
?al kabiš
ba:til
faras
?al husa:n
rajul
tawi:l
?al mara
?amya:na
?albneyya
wled
?al wled
?al tarsa:n
kelb
?al rajul
tarsa:n

C. In this exercise you will be asked to respond by substituting a given word in a pattern and making the necessary changes in the pattern. Listen to your teacher go through the exercise first.

1. min fadlak ?usmak ya:tu?

min fadlik
?usmakum
min fadlak
?usmik
min fadlakum
?usmak

2. ?ana farha:n minnak

farha:na
minnik
hi:
hu:
minnina
?inta
?inti
fa:tima
minnak
?ana
farha:n
?ahmet
minnum

D. Repeat the dialogue in this lesson making the following substitutions in the speakers:

1. A. fa:tima
B. hawwa
2. A. hawwa
B. ?ahmet
3. A. yu:suf
B. fa:tima

A 4. Number

I. Dialogue: Greetings

- A. taybi:n ?abdalla.
"Hello, Abdallah".
- B. taybi:n se?i:d. faddal, ?ahlan wa sahlān.
"Hello, Said. Come in, welcome."
- A. šukran kati:r.
"Thanks a lot."
- B. tasrab sa:y walla gahwa?
"Would you drink tea or coffee?"
- A. sa:y min fadlak.
"Tea, please."
- B. murr walla ?asal?
"Black or sweet?"
- A. ?asal min fadlak.
"Sweet, please."
- B. tudo:ra sigre:t?
"Would you like a cigarette?"
- A. la: ma: nisrab sigre:t.
"No, I don't smoke cigarettes."

II. Vocabulary:

?ahlan wa sahlān- Welcome, feel at home.

?asal- Sweet, honey.

faddal- Come in.

gahwa- Coffee.

kati:r- alot, much, many.

la:- No.

ma:- Not.

murr- Bitter.

sa:y- Tea.

sigre:t- Cigarette.

tasrab- You (mas., sing.) drink. /nisrab/- I drink.

tašrab sigre:t- You smoke a cigarette.

tudo:ra- You (mas., sing.) want, like.

walla- Or.

III. Grammar:

A. Nouns in Chad Arabic have three different forms depending on whether they are singular, dual or plural. There are no simple rules to predict the plural forms of nouns; and hence, they have to be learned.

B. The dual, referring to number two, is formed by suffixing /-e:n/ to the singular. Feminine nouns ending in /-a/ form their dual by adding the suffix /te:n/.

C. Adjectives modifying plural or dual nouns are plural in form. Again, the plurals of adjectives have to be learned since there are no simple rules for predicting them. Note that adjectives in Chad Arabic have no dual form.

IV. Exercises:

A. Study Pre-Speech E11, E12, and E13 at home.

Do the following exercises in class.

1. Your teacher will give you the singular form of the following nouns. Respond by giving the plural forms.

te:r
be:t
dakar
galb
jamal
rajul
yo:m
wled
ʔum
ʔabba

sawwafa
yarda
sadra:y
dukka:n

2. Give the dual forms of the following singular nouns.

te:r
be:t
ʔi:d
galb
wled
jamal
huma:r
bneyya
marra
yarda

3. Give the plural forms of the following adjectives.

kabi:r
tawi:l
sami:n
ba:til
tagi:l

B. Substitution drill: pay attention to the use of the definite article, the number, and the noun-adjective agreement.

te:r kabi:r
ʔatte:r
ʔatte:re:n
ʔalba:tili:n
juma:l
ʔaljamal
ʔassami:n
ʔarruja:l
rajule:n
tuwa:l
mara
ʔassami:na
xanama:y
ʔalkabi:ra
be:te:n
ʔalkuba:r

C. Substitution drill.

1. ša:y min fadlak.

min fadlik
gahwa
min fadlakum
sa:y murr
minn fadlik
gahwa ?asal
min fadlak
gahwa murr

2. la: ma nisrab sigre:t

?ayye
gahwa
la:
nisrabu
tišrab
sa:y
nišrab
?ayye
sigre:t
la:

D. Repeat the dialogue in this lesson making the following changes in speakers.

1. A. fa:tima
B. ?ali
2. A. hasan
B. hawwa
3. A. fa:tima
B. hawwa

A5. Possessive Suffixes

I. Dialogue: Directions

- A. min fadlak nasʔalak suʔa:l.
"Please, I would like to ask you a question."
- B. ha:dir.
"Please do (I am ready)".
- A. taʔarfa we:n ga:ʔid ssafa:ra hana ʔamri:k?
"Do you know where the American Embassy is?"
- B. ʔayye. ʔimsi fi: ʔi:dak alʔisra:y, baʔde:n fi:
ʔi:dak azze:na:y.
"Yes. Walk to your left, then to your right."
- A. we:n min ʔi:di azze:na:y?
"Where about from my right?"
- B. fi: ddirib alʔawwal.
"In the first street."
- A. sukran kati:r.
"Thank you very much."
- B. ma fi: ʔey?
"For nothing (Don't mention it)."

II. Vocabulary:

- ʔamri:k- America.
ʔawwal- First.
ʔayye- Yes.
baʔde:n- Afterwards, then.
dirib- Street, road.
fi:- In, on.
ga:ʔid- Literally: sitting, situated?
ha:dir- Literally: I am ready-to help.
hana- Of.
hana ʔamri:k- Of America, American.
ʔi:d- Hand
ʔi:dak alʔisra:y- To your left. Literally: you left hand.
ʔi:dak azze:na:y- To your right. Literally: your right hand.
ʔimsi- Walk, go.
ma: fi- There is no ---.
nasʔal- Ask (I). /nasʔalak/- Ask you.
safa:ra- Embassy.
seyʔ- A thing, something. /ma:fi: seyʔ/- Don't mention it. Literally: there is nothing.
taʔarfa- You know. Do you know?
we:n- Where.

III. Grammar:

A. The possession of nouns in Chad Arabic is done by adding the following pronominal possessive suffixes:

-i/ -yi	"my"
-ak	"your (masculine)"
-ki /-ik	"your (feminine)"
-a	"his"
-ha /-a	"her"
-na	"our"
-kum	"your"
-hum /-um	"their (masculine)."
-hinna	"their (feminine)."

B. The suffix /-yi/ occurs when the possessed noun ends in a vowel. The other suffixes which have two forms are difficult to predict since they vary with different speakers. Learn to recognize both forms.

C. An adjective modifying a possessed noun takes the definite article. Possessed nouns, however, never take the definite article. They are definite by virtue of being possessed.

IV. Exercises:

A. Repeat after your instructor.

kita:b	kelb
kita:bi	kelbi
kita:bak	kelbak
kita:bik	kelbik
kita:ba	kelba
kita:bha	kelbha
kita:bna	kelbna
kita:bkum	kelbkum
kita:bum	kelbum
kita:bhinna	kelbhinna

B. Substitution drill.

?aljamal alkabi:r

jamali
alba:til
jamalak
jamalik
jamala
assami:n
jamalna
jamalkum
jamalum
alkabi:r
?i:di
azze:na:y
?i:dak
?i:dik
?i:da
?i:dha
al?isra:y
?i:dna
?i:dkum
?i:dum
?i:dhinna

C. Substitution drills:

1. ta?arfa we:n ga?id ssafa:ra hana ?amri:k?

ssafa:ra hana tsa:d
hana faransa
ta?arfi
?ute:l du park
leko:l
ta?arfu
ssafa:ra hana ?amri:k
ta?arfa

2. fi ddirib al?awwal

ta:ni
be:t
?awwal
dukka:n
ta:lit
dirib
?awwal
?ute:l
ta:ni

D. Repeat the dialogue in this lesson making the following changes in speakers.

1. A. ?umar
B. hawwa
2. A. hawwa
B. fa:tima
3. A. fa:tima
B. ?ahmet

A 6. The Construct Phrase

I. Dialogue: Directions

- A. min fadlak ta?arfa we:n ga?id al mu:ze:?
"Please, do you know where the museum is?"
- B. ?ayye. ?amsi ?adi:l gidda:mak wa fi: ?i:dak
azze:na:y.
"Yes. Walk straight ahead and then to your right."
- A. fe:n? fi: ddirib da: walla?
"Where? In this street?"
- B. la:, ?almu:ze: ga?id fi: ddirib atta:ni.
"No, the museum is on the second street."
- A. sukran ya: seyyid.
"Thankyou, sir."
- B. ma: fi: sey?
"Don't mention it."
- A. ma?a sala:mak.
- B. ma?a sala:mak.

II. Vocabulary:

- ?adi:l- Straight.
da:- This.
fe:n- Where. Same as /we:n/.
gidda:mak- In front of you.
?adi:l giddamak- Straight ahead.
mu:ze:- Museum.
seyyid- Sir, gentleman, Mr.
ta:ni- Second.
ya- Vocative particle which recedes the name or
title of the person addressed.

III. Grammar:

A. The construct phrase represents a possessive relationship between two nouns. The first noun in the phrase is indefinite while the second is definite.

e. g. kita: albneyya. "The book of the girl."

B. The second noun in a construct phrase can be a possessed noun, in which case the definite article is not prefixed to it.

e. g. kita:b binti "My daughter's book."

IV. Exercises:

A. Substitution drill:

kita:b alwled

galam
albneyya
arrajul
be:t
?axu:y
?uxti
?i:de:n
alwled
al xanama:y
su:f

B. Make a construct phrase out of each of the following pairs of words.

kita:b	?iya:l
husa:n	rajul
kursi	?axu:y
ba:b	be:t
ba:b	be:tum
?i:d	<u>mara</u>
?i:d	<u>martak</u>
ra:s	kelb
ra:s	kelbkum
galb	?uxti

C. Substitue the following words in their right positions in the sentence:

la:, ?almu:ze: ga:?id fi: ddirib atta:ni.

?ayye	atta:ni
?alute:l	?almu:ze
?assafa:ra	atta:lit
leko:l	
al ?awwal	
la:	
?assafa:ra hana ?amri:k	

D. Repeat the dialogue making the following changes
in speakers.

1. A. yu:suf
B. maryam
2. A. hawwa
B. ?abdalla
3. A. hawwa
B. maryam

A7. Present Tense of "to be" Sentences

I. Dialogue: Directions

- A. ndo:ra nas?alak su?a:l.
"I would like to ask you a question."
- B. ha:dir.
- A. ta?arfa resto:ra:n seme gari:b min hine?
"Do you know a good restaurant close to here?"
- B. ?ayye. resto:ra:n alkabi:r da: gidda:m hana
mu:ze:.
"Yes, this big restaurant in front of the
museum."
- A. walmu:ze: b?i:d min hine walla?
"Is the museum far from here?"
- B. la:, b?i:d laskin ma: b?i:d kati:r.
"No, it is far, but not very far."
- A. sukran. ma?a sala:mak.
- B. ma?a sala:mak.

II. Vocabulary:

b?i:d- Far.
gari:b- Near
hana- Of
hine- Here
la:kin- But
ndo:ra- I want, I would like.
resto:ra:n- Restaurant
seme- Good, nice.

III. Grammar:

A. The present tense of the verb "to be" is not expressed in Arabic. "To be" sentences in the present are formed out of a definite noun followed by an indefinite noun or adjective.

B. The definite noun in a "to be" sentence can be :a noun plus the definite article, a noun plus a possessive suffix, or a construct phrase.

C. So far we have covered three different constructions which are easy to confuse:

- 1) nouns plus adjectives
- 2) the construct phrase
- 3) present tense of "to be" sentences.

Following are distinctive grammatical features which distinguish these three types of constructions.

- 1) In an noun phrase where an adjective modifies a noun, both should be either definite or indefinite. e. g.

kelb kabi:r

?alkelb alkabi:r

- 2) In a construct phrase where two nouns have a possessive relationship. The first noun (which is possessed) must be indefinite while the second (which is the possessor) must be definite: e. g.

kita:b alwled

kita:b ?axu:y

- 3) In a "to be" sentence, the first noun which is the subject must be definite. The complement cannot take the definite article, but it can be a possessed noun or a construct phrase: e. g.

?alkita:b kabi:r

?alkita:b kita:bi

kita:bi ?ahmar

?axu:y ?abu:ha

IV. Exercises:

A. Substitue the following words in the subject position.

?alkita:b kabi:r kati:r

kita:bi

kita:b ?axu:y

?rrajul

?abu:ha

?ajjamal

jamalum

jamal ?abu:na

hu:

?abu:

?alhuma:r

B. Substitute the following words in the complement position.

?rrajul kabi:r

b?i:d kati:r

wled xa:li

kari:m

?abu:hum

?axu:k

xa:lak

?abu fa:tima

kari:m

ba:til

mu?allim

C. Substitution drill.

ta?arfa resto:ra:n gari:b min hine?

ta?arfi

sinema

b?i:d

ma: b?i:d

ta?arfu

?ute:l

gari:b

ta?arfa

mu:ze:

resto:ra:n

D. Repeat the dialogue making the following changes
in speakers.

1. A. fa:tima
B. maryam

2. A. hawwa
B. ?ahmet wa ?ali

A8.

Personal Pronouns

I. Dialogue: Directions

- A. saba:h alxe:r ya: seyyid.
"Good morning, Sir."
- B. saba:h alxe:r. nagdar na?a:wnak walla?
"Good morning. Can I help you?"
- A. min fadlak we:n ga:?id post?
"Where is the post office, please?"
- B. ta?arfa we:n ga:?id alute:l de park?
"Do you know where The Hotel de Park is?"
- A. la: ma: na?arfa, la:kin na?arfa gra:nt ?ute:l.
"No I don't, but I know where Grant Hotel is."
- B. ba?d gra:nt ?ute:l ?imsi fi ?i:dak azze:na:y wa
ba?de:n kanjir fi: ddirib al?awwal.
"After Grant Hotel go to your right then turn on
the first street."
- A. hassa fihimta. sukan.
"Now I understood. Thanks?"
- B. ma: fi: sey?. ma?a sala:mak
- A. ma?a sala:ma:k.

II. Vocabulary:

ba?d- After.
ba?de:n- Afterwards, then.
fihimta- I understood.
hassa- Now.
kanjir- Turn
na?awin- I help.
na?a:wnak- I help you
nagdar- I can.
post- Post office.
saba:h- Morning
saba:h alxe:r- Good morning. Literally: morning of goodness.

III. Grammar:

A. Independent personal pronouns are used as subjects of sentences. They have to be expressed when the sentence is a "to be" sentence. However, they may be omitted when the sentence has a verb which carries the subject marker.

B. Following are the independent forms of the personal pronouns:

?ana	"I"
?inta / ?inte	"You (masculine)"
?inti	"You (feminine)"
hu:	"He"
hi:	"She"
?ani:na	"We"
?intu	"You"
human	"They (masculine)"
hinna	"They (feminine)"

IV. Exercises:

A. Substitute the following pronouns in the subject position. Change the adjective to fit the number and gender of the subject: /kari:m, kari:ma, karimi:n/.

arrajul kari:m

?ana
?inta
?inti
hu:
hi:
?ani:na
?intu
human
hinna

B. Substitution drill: make the necessary changes to fit the number and gender of the subject.

?ana kari:m

rajul kari:m
kari:m kati:r
hi:
hu:
human
suma:n
hinna
kuba:r kati:r
?ani:na
ruja:l kuba:r
human
?intu
hu:
?inta
?ana
xa:lak
hu:
hi:
?ummak
?ana

C. Substitution drill:

1. nagdar na?a:wnak walla ?

na?a:wnik
nudo:ra
xalli:ni
nagdar
na?a:winkum
na?a:winum
na?a:wna
na?a:wina
nudo:ra
na?a:winkum
na?a:wnik
nagdar
na?a:wnak

2. la: ma: na?arfa, la:kin na?arfa gra:nt ?ute:l.

post
nisi:fa
niri:da
mu:ze:
?ute:l du park
na?arfa
safa:ra hana ?amri:k
ndo:ra
grant ?ute:l
na?arfa

D. Repeat the dialogue making the following changes
in speakers.

1. A. maryam
B. yu:suf
2. A. ?ahmad
B. hawwa
3. A. hawwa
B. maryam

A9. Negation and Interrogation of "to be" Sentences

I. Dialogue: New Arrival

- A. ke:f min jildak?
"How are you?"
- B. jildi kwayyis, hamdulilla:h.
"I am fine, thank God."
- A. min we:n ja:y?
"Where do you come from?"
- B. ja:y min ?amri:k.
"I come from America."
- A. tikallim kala:m ?arab seme.
"You speak good Arabic."
- B. sukran kati:r.
"Thank you very much."
- A. we:n ?allamt kala:m ?arab?
"Where did you learn Arabic?"
- B. ?allamt kala:m ?arab fi: ?amri:k.
"I learned Arabic in America."

II. Vocabulary:

?allamt- I learned, I taught.
?arab- Arab, Arabs.
ja:y- Coming (singular).
ja:yi:n- Coming (plural).
jildi kwayyis- I am fine.
kala:m- Speech
kala:m ?arab- Arab speech, Arabic.
ke:f min jildak- How are you? (same as /ke:f jildak/.)
min we:n ja:y- Where do you come from? Literally:
From where are you coming.
tikallim- Speak.

III. Grammar:

A. "To be" sentences form their negative by adding the negative particle /ma:/ "not" between the verb phrase and the noun phrase which contains the subject: e. g.

?ana ma: kabi:r	"I am not big."
?arrajul alkabi:r ma: kari:m	"The big man is not generous."

B. "To be" sentences form their interrogative by adding the interrogative particle /walla/ "or" at the end of the sentence. e. g.

hu: kabi:r walla? "Is he big?"

C. "To be" sentences can combine negation and interrogation by adding /ma:/ and /walla/ in their proper places as described above. e. g.

hu: ma: kabi:r walla? "Isn't he big?"

IV. Exercises:

A. Your teacher will say the following sentences.
Respond by giving their negative forms.

?ana rajul kabi:r.
hu: ?abu:k walla?
?al mara di: ?ummak.
human kari:mi:n.
?inta ja:y walla?
?ana ja:y min ?amrisk.
?arruja:l ja:yi:n min tsa:d.
?alwled da: ?axu:ki.
da: ?abu:hum walla?
martak sami:na walla?

B. Give the interrogative forms of the following sentences:

?arrajul da: ?abu:ha.
hu: ma: leko:l.
kita:b ?axu:ha ?ahmar.
?ana ja:y min ?amri:k.
?al?ute:l ma: ga?id hine.
jilda^k kwayyis.
human ma: jayl:n.
hinna ma: ba:tili:n.
?ummun xa:lti.
human ma: ja:yi:n min faransa.

C. Substitution drills.

1. ?ana ja:y min ?amri:k.

min faransa

?inta

?abu:k

?uxti

hur

hi:

tɬa:d

?ani:na

hinna

?arruja:l

2. tikallim kala:m ?arab seme.

kala:m faranse:

kwayyis

nikallim

kala:m ingli:z

swiyya

yikallim

seme

kala:m ?arab

tikallimu

tikallim

3. ?allamt kala:m ?arab fi: ?amri:k.

faransa

kala:m faranse:

?allamna

?allamta

?allamti

kala:m ingli:z

fi ?anglite:r

?allama

?allamat

?allamu

D. Repeat the dialogue making the following substitutions
in speakers.

1. A. fa:tima
B. ?ahmad wa hawwa.

2. A. ?ali
B. hawwa

3. A. maryam
B. fa:tima

A10. Past Tense of "to be" Sentences

I. Dialogue: New Arrival

A. sala:ma:le:k.

B. sala:ma:le:k.

A. ?inta min we:n min ?amrik?
"Where are you from in America?"

B. ?ana min New York.
"I am from New York."

A. kike:f ji:t hine?
"How did you come here?"

B. ji:t bittayya:ra.
"I came by plane."

A. tawwalt fi: tsa:d walla?
"Have you been in Chad for long?"

B. la:, sahir wahid.
"No, for one month."

II. Vocabulary:

bi- By, in. (same as /fi:/).

ji:t- Came.

kike:f- How, (same as /ke:f/).

sahir- Month.

tawwalt- Stayed for a long time.

tayya:ra- Plane.

wa:hid- One.

III. Grammar:

A. The past tense of "to be" is expressed by using one of two words: /zama:n/ or /ka:n/. While /zama:n/ is not inflected, /ka:n/ changes according to the subject (see Notes P-S 22). e. g.

?abu:y zama:n sami:n

"My father was fat."

hu: ka:n fi: leko:l

"He was in school."

B. The past notion is sometimes expressed by using an expression of time which refers to the past, e. g.

sanalfart ?ana fi: leko:l

"Last year I was a student."

IV. Exercises:

A. Substitution drill:

hu: ka:n fi: leko:l.

?ana kunt

albe:t

?anta kunt

?anti kunti

al?ute:l

hi: ka:nat

?ani:na kunna

fi: leko:l

?intu kuntu

human ka:nu

B. Substitute the following words where they fit in the sentence.

?ana zama:n fi: ?amri:k.

kunt

?anta

fi: tsa:d

sanalfart

?anti

subu: alfa:t

?amis

zama:n

?awal ?amis

?ana

C. Substitution drills:

1. ?inta min we:n min ?amri:k?

?inti
tsa:d
?ana
hu:
hi:
nige:r
?ani:na
?intu
?amri:k
human

2. ?ana ji:t bittayyara.

?inta ji:t
?inti ji:ti
hu: ja:
biwati:r
hi: ja:t
?ani:na ji:na
bilmarkaba
?intum ji:tu
biljawa:d
human jo:

3. tawwalt fi: tsa:d walla?

tawalti
tawwalat
tawwal
fi: misr
tawwalna
fi: suda:n
tawwaltu
fi: tsa:d
tawwalt

D. Repeat the dialogue making the following
changes in speakers:

1. A. ?ayse
B. maryam
2. A. fa:tima
B. ?ahmad
3. A. ?ali
B. hawwa.

All. Prepositions

I. Dialogue: New Arrival

- A. min mata ?inta ga:ʔid hine?
"Since when are you here?"
- B. min subu: tala:ta.
"Since three weeks."
- A. ?inta min ?amri:k walla?
"Are you from America?"
- B. ?ayye, ?ana min California.
"Yes, I am from California."
- A. klike:f safar hana:k
"How was your trip."
- B. safari kwayyis xala:s.
"My trip was very good."
- A. ?ahlan wa sahlān.
"You are welcome."
- B. sukrān.

II. Vocabulary.

hana:k- Your, of you.
mata- When
min- Since, from.
min mata- Since when.
safar- Trip, travel.
subu:- Week.
tala:ta- Three
xala:s- Well, very.
kwayyis xala:s- Very good.

III. Grammar:

- A. Prepositions are used with definite and indefinite nouns to express location, direction

or possession. Following are the most common preposition.
in Chad Arabic.

ba?d- After

bi- By, in.

fi:- In, at.

fo:g- Above, upon.

gabil- Before

gidda:m- In front of.

hana- Of.

?ind- At.

jamb- Beside.

le:- To, for.

ma?a- With.

min- From, since.

tihit- Under.

?usut- Inside, in the middle of.

wara- Behind.

B. The English glosses given above cover only certain areas of meaning which the Arabic prepositions have. In most languages, prepositions are used idiomatically and hence, cannot be translated literally or out of context.

IV. Exercises:

A. Repeat after your teacher.

ba?d leko:l

"after school"

bittayya:ra

"by plane"

biljaward

"on horse back"

fi: lbe:t	"in the house"
fi: tta:bl	"on the table"
fo:g lbe:t	"above the house"
gabil al?akul	"before eating"
gidda:m l?ute:l	"in front of the hotel"
hana ?axtak	"your sister's"
jamb alkursi	"beside the chair"
le: ssafa:ra	"to the embassy"
ma?a ?abu:k	"with your father"
?usut ddirib	"in the middle of the street"
wara lmu:ze:	"behind the museum"

B. Substitution drills:

1. ?ana ga:?id hine min subu: talata.

xamsa
 tine:n
 ?inta
 hu:
 sahir
 ?asara
 wa:hid
 ?ani:na ga:?idi:n
 sana
 sitte
 human
 ?arba
 sab?a
 hinna
 ?ayya:m
 ?intu
 subu:
 tamanya
 ?ana ga:?id
 tis?a

2. ?inta min ?amri:k walla?

?ana
?inti
tsa:d
hu:
nige:r
hi
?ani:na
masr
?intu
faransa
human
suda:n
hinna
?axu:kum
?amri:k
fa:tima
?ana
?ahmet
human
martak

D. Repeat the dialogue making the following changes
in speakers.

1. A. fa:tima wa ?ali
B. ?ahmet
2. A. hawwa
B. maryam
3. A. yu:suf
B. ?ali wa hawwa

A12. Prepositions plus Possessive Suffixes

I. Dialogue: The Family

- A. ?inte ?ndak mara walla?
"Do you have a wife?"
- B. ?ayye, ?indi mara.
"Yes, I have a wife."
- A. min mata ?axadt mara?
"When did you get married?"
- B. ?axadt mara gari:b ?asra sana.
"I got married about ten years ago."
- A. ?indak ?iya:l walla?
"Do you have kids?"
- B. ?ayye, ?indi ?iya:l xamsa.
"Yes, I have five kids."
- A. ?awla:d walla bana:t?
"Boys or girls?"
- B. ?awla:d tine:n wa bana:t tala:ta.
"Two boys and three girls."
- A. sallimu:m ley.
"Give them my greetings."
- B. sukran.
"Thanks."

II. Vocabulary:

- ?asra / ?asara- Ten.
?awi:n- Women, wives.
?awla:d- Boys. (plural of /wled, walad/).
?axadt- I took, I married.
?axadt mara- I married, I took a wife.
?axadt rajul- I married, I took a husband.
bana:t- Girls, daughters. (plural of /bint, bneyya/).
gari:b- About, close to.
?iya:l- Kids, Children.
rajul- Man, husband.
rajua:l- Men, husbands.
sana- Year.
tine:n- Two.
xamsa- Five.

III. Grammar:

Besides being used with nouns, prepositions are also used with possessive suffixes. When this is the case, very often the shape of the preposition as well as the suffix is changed. Some of the most common prepositions have been listed in P-S 24.

IV. Exercises:

A. Substitution drills:

1. ?ana ma?a:y kita:b.

?inta ma?ak
 ?inti ma: ma?a:ki
 hu: ma?ahu
 hi: ma?ahi
 ?ani:na ma?a:na ... walla
 ?intum ma?akum
 human ma: ma?a:hum
 hinna ma?a:hum
 ?ana ma?i
 hu: ma: ma?ahu

2. ?alkursi jambi.

jambak
 ma: jambi
 jambak walla
 jambik
 ma: jamba
 jambina
 jambakum walla
 jamb atta:bl
 jambahum
 ma: jambahum

3. ?al?ute:l gari:b minnak.

minni
 minnik walla
 b?i:d
 minhu
 minha walla
 ma: b?i:d minhi

gari:b minnina
minnukum
minnum walla
minhinna

B . Your teacher will give you two words: a preposition and a pronoun (or a noun). Respond by giving the preposition as attached to the right suffix. e. g.

Teacher		Student
min	?ana	minni
ma?a	?anina	ma?ana
le:	?ana	
fi:	?inta	
min	human	
min	?ahmet	
fi:	?ahmet wa ?ali	
le:	?ani:na	
ma?a	hu	
fo:g	?inta	
ma?a	fa:tima	
fo:g	?ani:na	
tihit	yu:suf	
fo:g	human	
tihit	?inti	
?usut	?ana	
jamb	?ahmet	
?usut	hu:	

C. Substitution drills:

1. ?inte ?indak mara walla?

?ana ?indi
?inti ?indik
hu: ?axad
human
hinne
?ani:na
ma ?axadna
?inte ?axadt
hu: ?inda

2. ?ayye, ?indi ?iya:l xamsa.

la: ma:
?awi:n
sitte
?ayye

bana:t
?awla:d
?asara
?indak
tine:n
?indi

D. Repeat the dialogue making the following changes
in speakers.

1. A. hawwa
B. ?ali
2. A. ?ali
B. fa:tima
3. A. maryam
B. hawwa

A13. Demonstrative Pronouns

I. Dialogue: The Family

- A. ?inta ?axadt walla lissa?
"Are you married, or not yet?"
- B. la: lissa ma: ?axadt. wa ?inta?
"No I am not married yet. And you?"
- A. ?ana ?axadt min sitte sana.
"I have been married for six years."
- B. ?iya:l kam ?indak?
"How many kids do you have?"
- A. ?indi walad wa:hid wa bneyya wa:hid.
"I have one boy and one girl."
- B. kam sana ?indum?
"How old are they?"
- A. ?alwled ?inda ?arba sana wa lbneyya ?inda sanate:n.
"They boy is four years old, and the girl is two years old."
- B. ?usmum ya:tu?
"What are their names?"
- A. ?alwled ?usma ?ahmet wa lbneyya ?usma fa:tima.
"The boy's name is Ahmad and the girl's is Fatima."

II. Vocabulary:

?arba- Four.

da- This (masculine).

da:k- That (masculine).

de:l- These (feminine).

de:la:k- Those (feminine).

di:- This (feminine).

di:k- That (feminine).

do:l- These (masculine).

do:la:k- Those (feminine).

lissa- Yet, so far.

kam- How much, how many.

kam sana ?indak- How old are you? Literally: How many years do you have?

sitte- Six.

III. Grammar:

A. Demonstrative pronouns in Chad Arabic are distinguished according to number (singular or plural) and gender (masculine or feminine). See vocabulary for a list of demonstrative pronouns.

B. The demonstrative pronouns function as adjectives when they follow a noun. e. g.

?alwled da kabi:r.

However, unlike other adjectives, they do not take the definite article.

IV. Exercises:

A. Complete the following sentences by adding the proper demonstrative pronoun as subject.

1. Demonstrative pronouns corresponding to this or these.

da rajul kari:m

mara kari:ma
?awi:n kari:mi:n
ruja:l kari:mi:n
bneyya kabi:ra
bneyya saxayra
wled kabi:r
?awla:d kuba:r
bana:t saxayyari:n
wled saxayyar
bana:t kuba:r

2. Demonstrative pronouns corresponding to that or those.

da:k jawa:d ?ahmar.

faras ?ahmar

kita:b ?abyet
 kutu:b bi:d
 ?awi:n suma:n
 mara sami:na
 bneyya ba:tila
 rajul ba:til
 ruja:l kuba:r
 bana:t kuba:r
 ?awla:d saxayyari:n

B. Substitute the following demonstrative adjectives and change the subject and the compliment to fit in number and gender. (Change /rajul/ to /mara/ to fit the gender).

?arrajul da: kabir

di:
 de:l
 do:l
 da:
 da:k
 di:k
 de:l
 do:la:k
 de:la:k
 di:
 de:l
 da:k
 do:l
 di:k

C. Substitution drills: Note that when a noun precedes /kam/ it is plural, and when it follows it is singular.

1. ?iya:l kam ?indak?

bana:t
 kila:b
 kutub
 ?awi:n
 ?awla:d
 ?indik
 ruja:l
 buyu:t
 rijle:n
 ?ide:n

2. kam sana ?indum?

yo:m
?indak
sahir
subu:
sa:?a
?indik
sana
kita:b
?inda
riya:l

D. Repeat the dialogue using the following as speakers:

1. A. sa:lah
B. ?a:se
2. A. hali:ma
B. hawwa
3. A. maryam
B. jami:l

A14. Interrogative Pronouns

I. Dialogue: The Family

- A. ke:f ha:lak?
- B. hamdulilla:h. de:f martak wa ?iya:lak?
"Thank God, How are your wife and kids?"
- A. kwaysi:n, hamdulilla:h.
- B. wledak yamsi leko:l walla?
"Does you kid go to school?"
- A. ?ayye, hu: gara tala:ta sana fi: leko:l.
"Yes, he has been in school for three years."
- B. bineyti ma: tamsi fi: leko:l.
"My daughter does not go to school."
- A. ma:la?
"Why not?"
- B. hi: lissa bneyya saxayra.
"She is still a young girl."

II. Vocabulary:

gara- He reads.
leko:t- School.
ma:la- Why not?
saxayra- Young (feminine).
tamsi- Walk (she).
yamsi- Walk (he).
yamsi leko:l- Go to school.

III. Grammar:

The following interrogative pronouns are used to ask questions for which a yes or no answer cannot be given.

sunu

"what"

ya:tu

"who, whom, what"

we:n	"where"
mata	"when"
we:n / we:nu	"which"
ke:f / kike:f	"how"

IV. Exercises:

A. Substitution drills:

1. ?usmak yatu?

we:n
?abu:k
we:nu
?usmu
sunu
ya:tu
?usmik
we:n
sunu
?usma

2. mata maše:t

we:n
maša
sa:far
ke:f
safarti
kike:f
mata
maše:ti
maša
ke:f

B. Ask questions to which the following sentences are answers.

?usmi ?ahmet.
ji:t bittayyara.
?usmi fa:tima.
ji:t bilmarkaba.
?usmum se?i:d wa hawwa.
?usmi fi: alba:b.
?axadt gari:b xamsa sana.

?abu:k fi: tsa:d.
?allamt kala:m ?arab fi: ?amri:k.
?allamt kala:m ?arab min sitte sana?

C. Substitution drills:

1. ke:f martak wa?iya:lak?

we:n
?ummak
wa?abu:k
wabana:ta:k
?ubu:k
wa?awla:dak
?abu:ki
rajulki
wa?iya:lik
ke:f

2. hu: gara tala:ta sana fi: leko:l.

hi: garat
hum garu
sitte
hum masu
hu: masa
?amri:k
?ana mase:t
?ana gare:t
tis?a
ri: leko:l

D. Repeat the dialogue making the following changes in speakers.

1. A. ra:kya
B. hali:ma
2. A. jami:l
B. fa:tima
3. A. hawwa
B. mu:sa

A15. The Relative Pronoun

I. Dialogue: The Family

- A. ke:f na:s be:tak?
B. hamdulilla:h, kwaysi:n.
A. min zama:n ma: siftak.
 "I have not seen you for a long time."
B. ga?adta fi: ?oro:p sanate:n.
 "I was in Europe for two years."
A. ke:f ?axwa:nak wa ?axwa:tak?
 "How are your brothers and sisters?"
B. kullum kwaysi:n. wa ?inta ke:f ?abu:k wa
 ?ummak?
 "They are all fine. And you, how are your
 father and mother?"
A. ?abu:y sa:far le faransa.
 "My father went to France."
B. ?ana ?axu:y yagra fi: faransa.
 "My brother studies in France."
A. šunu ga:?id yagra?
 "What is he studying?"
B. hu: yagra leyabga dakto:r.
 "He is studying to become a doctor."

II. Vocabulary:

- ?axwa:n- Brothers. Plural of /?axu/.
?axwa:t- Sisters. Plural of /?axt?/.
dakto:r- Doctor.
ga?adta- I stayed.
ga:?id- Staying. Progressive particle.
le- In order to
min zama:n- For a long time.
?oro:p- Europe.
siftak- I saw you.
yabga- Become.
zama:n- Time, long time.

III. Grammar:

There is only one relative pronoun in Chad Arabic corresponding to the English who, whom, that and which. The relative pronoun is /ʔal/ and is used with adjectives, nouns and verbs regardless of number and gender. Note that both the relative pronoun and the definite article have the same form.

IV. Exercises:

A. Make relative clauses out of the following pairs of words:

wled	ʔxu:y
bneyya	ʔaxti
<u>mara</u>	ʔummak
raju:l	ja:
huma:r	ʔabyet
kursi	ʔahmar
dakto:r	maša
bana:t	jo:
ruja:l	masu
wled	tawi:l

B. Substitution drills:

1. min zama:n ma: ʔiftak.

sanate:n
 ʔiftik
 ʔifitkum
 sahir
 ʔifna:k
 sahre:n
 ʔifna:ki
 zama:n
 ʔifna:kum
 tala:ta sana

2. ke:f ʔaxwa:nak wa ʔaxwa:tak?

?axu:k wa ?axtak
?axwa:nik wa ?axwa:tik
?abu:k wa ?ummak
?abu:ki wa ?ummik
martak wa ?iya:lak
rajulik wa ?iya:lik
?axwa:nkum wa ?axwa:tkum
?awi:nkum wa ?iya:lkum
?iya:lkum wa ruja:lkum
xa:lak wa xa:ltak
xa:lik wa xa:ltik
?axwa:lak wa xa:la:tak
?abbahatkum wa ?ummaha:tkum
?awla:dak wa bana:tak
?awla:dik wa bana:tik

C. Repeat the dialogue making the following changes in speakers:

1. A. jibri:n
B. ra:kya
2. A. hali:ma
B. mu:sa
3. A. maryam
B. mu:sa wa ?ali

A16. Possessive Construction: /hana/

I. Dialogue: The Family

- A. xallini na?arrifak le ?axu:y jami:l.
"Let me introduce to my brother Jamil."
- B. sala:ma:le:k seyyid jami:l. ?usmi ?abbakar.
"Hellô, Jamil. My name is Abbakar."
- A. ?ana farha:n siftak.
"I am glad to see you."
- B. sukran kati:r.
"Thanks a lot."
- A. tudo:ra tsi:f da:rna?
"Would you like to see our house?"
- B. ?ayye.
- A. ta?a:l faddal.
"Please come."
- B. ?indak be:t kwayyis wa jinena semha.
"You have a nice house and a beautiful garden."
- A. sukran.

II. Vocabulary:

da:r- House.
farha:n siftak- Glad to see you.
jine:na- Garden.
ni?arrif- I introduce.
ta?a:l- Come (mas. sing.)
ta?a:li- Come (fem. sing.)
ta?alu- Come (plural)
ta?a:l faddal- Please come, come in.
xallini- Let me.
xallina- Let us.

III. Grammar:

- A. One way of showing possession in Chad Arabic

is the use of the preposition /hana/ "of" preceding the noun which is the possessor. e. g.

?alita:b hana ?axu:y "My brother's book"

B. The preposition /hana/ can be used with possessive suffixes resulting in the following forms:

hana:y	"mine"
hana:k	"yours (mas)"
hana:ki	"yours (fem)"
hana:w / hana:hu	"his"
hana:hi	"hers"
hana:na	"ours"
hana:kum	"yours"
hana:hum (an)	"theirs"

IV. Exercises:

A. Put the following pairs of words in a possessive relationship using /hana/. The first word must be possessed and the second a possessor:

kita:b	?awla:d
jawa:d	rajul
sawwa:fa	<u>mara</u>
kursi	baṇā:t
?i:d	?um
ra:s	?abu:y
dukka:n	ta:jir
safara	tṣa:d
be:t	?axu:ki

B. Substitution drill:

?albe:t da: hana:y

hana:k
kita:b
hana:ki
hana:y
hana:w

?ute:l
 hana:k
 hana:hu
 hana:hi
 marku:b
 hana:na
 hana:w
 hana:hi
 kutub do:l
 hana:kum
 hana:na
 hana:hum
 buyu:t
 hana:human
 hana:kum

C. Substitution drills:

1. tudo:ra tsi:f da:rna?

tudo:ra tsi:fi
 tudo:ru tsi:fu
dari
 tudo:ra tsi:f
da:rha
 tudo:ri tsi:fi
 be:ti
 tudo:ru tsi:fu
 be:tna
 tudo:ra tsi:f

2. ?indak be:t seme

kwayyis
 jine:na kwayyse
 semha
 ?indi
 ?indik
da:r semeh
 kwayyis
 ?indak
 ?indakum
 buyu:t kwaysi:n
 ?indum
 ?indik
 ?indakum
 ?indi
 ?inda

D. Repeat the dialogue making the following substitutions in speakers:

1. A. hawwa
B. maryam
2. A. jami:l
B. hawwa wa ?ali
3. A. fa:tima
B. ?ahmet

A17. Past Tense of C-C-C Verbs

I. Dialogue: Getting Around

- A. min fadlak su?a:l.
"A question, please."
- B. faddal. nigdar na?a:wnak walla?
"Go ahead. Can I help you?"
- A. ?ayye. we:n nigdar nibi: sigre:t?
"Yes. Where can I buy cigarettes?"
- B. fi: ddukka:n alga:?id hina:k.
"In the shop overthere."
- A. dukka:n alwe:n?
"Which shop?"
- B. jamb al?ute:l de park.
"Near Hotel de Park."
- A. nigdar nibi: ?a;me:t kulla?
"Can I buy a match, also?"
- B. ?ayye.
- A. sukran ya seyyid.
- B. ma: fi: sey?

II. Vocabulary:

- ?alme:t- Match
alwe:n- Which
hina:k- There, overthere.
kulla- Also, too
nibi:- I buy.

III. Grammar:

- A. Arabic verbs are made out of a root containing consonants which carry the general meaning and vowels which carry different grammatical meanings.

The word /širib/ "he drank" contains a consonantal root (C-C-C) made out of /š-r-b/.

It also contains vowels /-i-i-/ inserted in between the consonants and carrying the tense of the verb as well as the subject.

B. The past tense of C-C-C verbs is formed by inserting /i,a,u/ between the consonants. If no suffixes are added to the verb, it is understood that the subject is a third person masculine singular.

IV. Exercises:

A. Repeat the following verbs after your teacher and learn their meanings:

širib	"he drank"
darab	"he hit"
katab	"he wrote"
fihim	"he understood"
ragad	"he slept"
daxal	"he entered"
libis	"he wrote"
marag	"he passed"
dihik	"he laughed"
zagal	"he threw"

B. Substitute the following words in the sentence:

?alwled širib gahwa.

hu:
darab ?axu:
katab kita:b
fihim
?ahmet
ragad
?arrajul
daxal
libis
hu:
marag min hine
dihik
?assafi:r
zagal alkita:b
hu:

C. Substitution drills:

1. fi: ddukka:n alga:?id hina:k.

le:
?ute:l
hine
fo:g
mu:ze:
min
daka:ki:n ga:?idi:n
hina:k
wara
dukka:n
fi:
hina
gabl
?ute:l
hina:k

2. nigdar nibi: ?alme:t kulla?

tigdar tibi:
sigre:t
kutub
?agla:m
?akul
yigdar yibi:
kursi
wati:r
nigdar
kita:b

D. Repeat the dialogue making the following
changes in speakers:

1. A. ?ali
B. hawwa
2. A. fatima
B. ?ahmet
3. A. maryam
B. ?a:se

A 18. Past Tense Subject Suffixes

I. Dialogue: Getting Around

- A. ndo:ra pake:t hana sigre:t min fadlak.
"I want a pack of cigarettes, please."
- B. nafar sunu?
"What kind?"
- A. ?indak sigre:t hana ?amri:k walla?
"Do you have American cigarettes?"
- B. la:, ?illa sigre:t hana tsaid.
"No, only Chadian cigarettes."
- A. ?anti:ni pake:t hana basto:r wa ?alme:t kulla.
"Give me a pack of Bastour and a match, too."
- B. do:l human kullum.
"Here they are."
- A. sukran. kam?
"Thanks. How much?"
- B. ?asara riyal.
"Ten riyals."
- A. faddal.
"Here it is."

II. Vocabulary:

- ?anti- Give.
?anti:ni- Give me.
do:l- These.
human- They.
?illa- Only, except.
nafar- Kind, brand.
pake:t- Pack, package.

III. Grammar:

- A. Verbs in the past tense express the subject by

adding the following subject suffixes:

-t	"I"
-ta	"you (mas)"
-ti	"you (fem)"
-Ø	"he"
-at	"she"
-na	"we"
-tu	"you"
-u	"they"

B. Two of the above suffixes may have variations which you should be able to recognize, even if you don't use them. The first person singular suffix can be /-t/ or /-ta/, and the third person masculine singular suffix can be /Ø/ "zero" or /-a/.

IV. Exercises:

A. Repeat after your teacher.

?ana siribt
?inta siribta
?inti siribt
hu: sirib
hi: siribat
?ani:na siribna
?intu siribtu
human siribu
hinna siribu

?ana fihimta
?inta fihimta
?inti fihimti
hu: fihima
hi: fihimat
?ani:na fihimna
?intu fihimtu
human fihimu

B. Use the correct form of the following verbs with different subject suffixes:

darab
katab
ragad
daxal
libis
marag
dihik
zagal

C. Substitution drill.

?anti:na pake:t hana sigre:t.

?anti:ni
?antu:ni
pake:t tine:n
hana basto:r
?anti:ha
?anti:hum
?anti:
?antu:
?antu:na
hana sigre:t
pake:t
tala:ta pake:t
?anti:ni
?anti:na
pake:t

D. Repeat the dialogue making the following substitutions:

1. A. jami:l
B. maryam
2. A. maryam
B. fa:tima

A19. Present Tense of C-C-C Verbs

I. Dialogue: Getting Around

- A. taksi!
"Taxi!"
- B. ?ayye. tudor:ra we:n nwaddi:k?
"Yes. Where do you want me to take you?"
- A. waddi:ni fi: gra:nt ?ute:l.
"Take me to Grant Hotel."
- B. ?al?ute:l ga:?id we:n? ?ana ma:ni ?a:rfa.
"Where is the hotel? I don't know it."
- A. ?al?ute:l ga:?id jamb almu:ze:.
"The hotel is beside the museum."
- B. ?ayye, fihimta.
"Yes, I understood."
- A. da: hu:, wisilna. kam?
"Here it is, we arrived. How much?"
- B. ?arbi:n riya:l.
"Forty riyals."
- A. da: hu: ?arbi:n riya:l.
"This is forty riyals."
- B. sukran. ma?a sala:mak.
"Thanks. Good bye."

II. Vocabulary:

- ?a:rfa- Knowing it: active participle of /?arafa?
"he knew".
- ?arbi:n- Forty.
- fihimta- I understood.
- ma:ni- I am not: /ma:/ plus the possessive suffix
/-ni/.
- nwaddi- I take.
- taksi- Taxi.
- waddi- Take (imperative).
- wisil- He arrived.
- wisilna- We arrived.

III. Grammar:

There is no distinction in Chad Arabic between the present and the future tenses, and the form which expresses both is called the present. The pattern of C-C-C verbs in the present is -CCVC- for singular subjects and -CVCC- for plural subjects. Here the V stands for any vowel which may be inserted between the root consonants. The hyphens indicate that prefixes and suffixes are attached to the stem to express the subject.

IV. Exercises:

A. Learn the present tense forms of the following verbs:

<u>root</u>	<u>present singular</u>	<u>present plural</u>
s-r-b	-srab-	-sarb-
d-r-b	-drub-	-durb-
k-t-b	-ktub-	-kutb-
f-h-m	-fham-	-fahm-
r-g-d	-rgud-	-rugd-
d-x-l	-dxul-	-duxl-
l-b-s	-lbas-	-libs-
m-r-g	-mrug-	-murg-
d-h-k	-dhak-	-dahk-
z-g-l	-zgul-	-zagl-

B. Substitution drill:

waddi:ni fi: grant ?ute:l.

waddu:ni

almu:ze:

assafa:ra hana ?amri:k.

waddu:na

arresto:ra:n alkabi:r

waddi:na

waddi:ha

waddi:hum

be:tak

waddi:

leko:l

waddi ?ahmet

waddu ?iya:lkum

albe:t

waddi:ni

C. Repeat the dialogue with the following changes in speakers:

1. A. jami:l
B. fa:tima
2. A. ?ali
B. ?ahmet wa hawwa.

A20. Present Tense Subject Affixes

I. Dialogue: Getting Around

- A. taxi, nudo:ra namsi fi: alpo:n.
"Taxi, I want to go to the bridge."
- B. ?ayye, la:kin ga:si ka:n nimsi fi alpo:n.
"Yes, but it is expensive to go to the bridge."
- A. kam?
"How much?"
- B. xamsi:n riya:l.
"Fifty riyals."
- A. xala:s, namsu
"O. K., we go."
- B. we:n ga:?id alpo:n da?
"Where is this bridge?"
- A. jamb assafa:ra, ma: b?i:d min hine.
"Near the embassy, not far from here."
- B. da: hu: walla?
"Is this it?"
- A. ?ayye, da: hu: xamsi:n riya:l.
"Yes, this is fifty."
- B. ✓ sukran.
"Thanks."

II. Vocabulary:

ga:si- Expensive, costly.
ka:n- To, if.
po:n- Bridge.
xamsi:n- Fifty.

III. Grammar:

A set of affixes are attached to the present form of the verb to indicate the subject. While the prefixes

tell us about the person, the suffixes indicate the number or gender. Thus /-i/ stands for the feminine form of the second person singular, and /-u/ stands for the plural form. Following are the present tense subject affixes:

		<u>singular</u>	<u>plural</u>
1st. person		nV-	nV- -u
2nd. "	(m.)	tV-	tV- -u
2nd. "	(f.)	tV- -i	tV- -u
3rd. "	(m.)	yV-	yV- -u
3rd. "	(f.)	tV-	yV- -u

IV Exercises:

A. Use the verbal roots in the previous lesson (III.A.) with different present tense subject affixes.

B. Substitution drill:

?assafa:ra ma: b?i:d min hine.

?al?ute:l

gari:b

min be:tna

min ddirib al?awwal

?arrajul

b?i:d

min hina:k

?almu:ze:

b?i:d kati:r

min assafa:ra

C. Repeat the dialogue making the following changes in speakers:

1. A. ?ali

B. fa:tima

2. A. jami:l

B. maryam wa ?ahmet

A 21. Imperatives of C-C-C Verbs

I. Dialogue : Getting Around

A. sa:ʔtak kam ?

'What time do you have?'

B. sa:ʔa talasta wa nuss.

'It is 3:30.'

ma: ʔindak sa:ʔa walla ?

'Don't you have a watch?'

A. la: la:zim nibi: waʃhid.

'No, I should buy one.'

B. fi: dukka:n seme ʔinda sa:ʔa:t kwaysi:n.

'There is a nice shop which has good watches.'

A. ga:si walla hayyin ?

'Is it expensive or cheap?'

B. ʔattaman ma: batta:l.

'The price is not bad.'

A. la:zim namši hinask alyo:m.

'I should go there today.'

B. namši maʔa:k.

'I will go with you.'

naʔarfa baka:n da: .

'I know this place.'

II. Vocabulary:

baka:n	Place.
batta:l	Bad.
fi:	There is, there are.
hayyin	Cheap, inexpensive.
la:zim	Must, should.
sa:?a	Hour, watch, clock, o'clock.
sa:?a kam	What time, what time is it?
sa:?tak kam	What time do you have?
taman	Price.
yo:m	Day. /alyo:m/ Today.

III. Grammar:

A. The imperative form of C-C-C verbs is the same as that of the present: -CCVC- or -CVCC-. The prefix which is always used with the imperative is ?V-.

B. The suffixes used for the imperative are: zero, -i, and -u for the third person masculine singular, the third person feminine singular, and the third person plural respectively.

IV. Exercises:

A. Learn the imperative forms of the following verbs:

<u>Root</u>	<u>Masculine</u>	<u>Feminine</u>	<u>Plural</u>
š-r-b	?ašrab	?ašarbi	?ašarbu
d-r-b	?adrub	?adurbi	?adurbu
k-t-b	?aktub	?akutbi	?akutbu
f-h-m	?afham	?afahmi	?afahmu
r-g-d	?argud	?arugdi	?arugdu
d-x-l	?adxul	?aduxli	?aduxlu
l-b-s	?albas	?alibsi	?alibsu
m-r-g	?amrug	?amurgi	?amurgu
d-h-k	?adhak	?adahki	?adahku
z-g-l	?azgul	?azagli	?azaglu

B. Substitution Drills

1. sa:?a tala:ta wa nuss

wa ruba

?arba

?illa ruba

xamsa

wa ?isri:n

wa:hid

wa-ʔasara

tina:n

ʔilla xamsa

wa ʔasra wa xamsa

2. fi: dukka:n seme ʔinda sa:ʔa:t kwaysi:n

baka:n

kwayyis

ma: batta:l

dukka:n

seme

tabla:t

semhi:n

ma: batta:li:n

sa:ʔa:t

kwaysi:n

3. la:zim namši hina:k alyo:m

tamši

hine

ʔamb:kir

fi: lbe:t

yamšu

baʔd ba:kir

namši

fi: ssu:k

alyo:m

hina:k

C. Repeat the dialogue making the following
substitutions in speakers:

1. A. fa:tima

B. hawwa

2. A. fa:tima wa ?ahmat

B. ?ali

A 22.

Negation of Verbs

I. Dialogue : Telling Time

A. satʔa kam min fadlak ?

'What time is it, please?'

B. satʔa ʔašara.

'It is ten o'clock.'

A. sehi: walla ?

'Are you sure?'

B. la: xalli:ni niš:ifa satʔti.

'No, let me look at my watch.'

satʔa ʔašara wa ʔašara tama:m.

'It is ten past ten, exactly.'

A. la:zim namši fi: ssinema fi: ssatʔa ʔašara wa nuss.

'I have to go to the movies at 10:30.'

B. ʔarja šwiyya, namši maʔa:k.

'Wait a little, I will go with you.'

A. niš:lu taksi walla ?

'Shall we take a cab?'

B. la: ssinema gari:b hine.

'No, the movie theatre is close.'

A. xalli:na namšu

'Let us go.'

II. Vocabulary:

ʔarja	Wait.
niši:fa	I see.
niši:lu	We take.
sehi:	Sure, right.
sinema	Cinema.
šwiyya	A little, little.
tama:m	Exactly.
xalli	Let me.

III. Grammar :

A. The negation of verbs is accomplished by adding the negation particle /ma:/ in front of the verb.

B. The negative imperative is accomplished by adding the negation particle /ma:/ to the present form of the verb, e.g. /ʔašrab/ 'drink', but /ma: tašrab/ 'do not drink'.

IV. Exercises:

A. Put the following sentences in the negative:

ʔana širibt.

hu: širib.

?ašrab gahwa.

?ašarbu ša:y.

?adahku.

?ana na:kul.

?intu ta:kulu.

human yadahku.

?a:kuli.

?ani:na našarbu.

B. Substitution Drill

?arrajul širib gahwa.

ša:y

ma:

?akal

?e:š

hu:

tama:tum

hi:

širibat

gahwa

ša:y

C. Substitution Drills

1. la: xalli:ni niši:fa sa:?ti

?ayye

sa:?tak

be:tak

xallina nišī:fu

be:tum

la:

sa:ʔatum

xallini nišī:fa

da:ri

sa:ʔti

2. sa:ʔa ʔašara wa ʔašara tama:m.

tagri:ban

xamsa wa ruba

xamsa wa nuss

ʔašara wa:hid wa tilt

tama:m

tama:nya wa tisʔa

tagri:ban

wa:hid wa sitte

tama:m

tala:ta wa tilt

3. la:zim namši fi lb:t.

ba:lik

ssu:k

ddukka:n

tamši

la:zim

ka:n

namšu

ddirib

la:zim

lbe:t

namši

A 23.

Past Tense of W-C-C Verbs

I. Dialogue : Telling Time

A. ma:ṣ̌i we:n alyo:m ?

'Where are you going today?'

B. ma:ṣ̌i fi: ʔabese:

'I am going to Abeche.'

A. fajur walla ʔaṣ̌iyya ?

'In the morning or the afternoon?'

B. fajur fi: ssa:ʔa ʔaṣ̌ara wa:hid wa nuss.

'In the morning at 11:30.'

A. sa:ʔa kam hasa ?

'What time is it now?'

B. hasa ssa:ʔa ʔaṣ̌ara wa:hid ʔilla rubu.

'Now it is 10:45.'

A. ma: fi: wakit, la:zim niṣ̌i:lu taksi

'We don't have time, we should take a cab.'

B. kala:mak ʔadi:l. sala:male:k.

'You are right.' 'Good-bye.'

II. Vocabulary :

ʔadi:l

Straight, right.

ʔaṣ̌iyya

Afternoon, evening.

fajur

Morning, dawn.

ʔilla	Minus.
kala:mak	Your speech, what you say.
kala:mak ʔadi:l	You are right. Literally: What you say is right.
ma:ʕi	Active participle of /maʕa/: going, walking.
wakit	Time. /fi: wakit/ There is time.

III. Grammar :

A. The W-C-C verbs in Arabic contain an initial weak consonant which is either /w/ or /y/. These verbs behave differently from the previous C-C-C verbs.

B. The past tense form of W-C-C verbs, however, is the same as that of the C-C-C verbs.

IV. Exercises :

A. Listen to your teacher substitute the correct form of /wasal/ in the following sentence. Repeat after your teacher.

ʔahmat wasal fi: lbe:t.

ʔana

ʔinta

ʔinti

hu:

hi:

?ali

?ani:na

?intu

human

hinna

B. Do the same as in A with the following sentences:

?ali wilid.

mu:sa wagad na:r.

C. Substitution Drills:

1. ma:š^ˇi we:n alyo:m ?

tamš^ˇi

ba?d ba:kir

?amba:kir

tamš^ˇu

yamš^ˇi

sanalja:y

yamš^ˇu

ma:š^ˇi

subu: alja:y

alyo:m

2. ma:š^ˇi fi: ?abeše.

ma:š^ˇi:n

mašr

ma:š^ˇye

fra:ns

tamš^ˇi

tamšu

ddirib

namši

namšu

ssu:k

yamši

yamšu

lbe:t

ma:ši

?abeše

A 24. Present and Imperative of W-C-C verbs

I. Dialogue: Telling Time

A. sa:?a kam ga:?id tamšī fi: wadda:y ?

'What time are you going to Ouddai?'

B. sa:?a ?ašara w nuss fi: ?ašīyya.

'At 10:30 in the evening.'

A. wakit da: ma: muta?axxir walla ?

'Isn't it late now?'

B. la: lissa badri.

'No, it is still early.'

A. la:zim namšī fi: lbe:t

fi: ssa?a sitte wa ?išri:n.

'I should go home at 6:20.'

B. ma:la ?

'Why?'

A. ?azzamta rufga:ni fi: l ?aša

'I have invited some of my friends
for dinner.'

B. nwaddi:k hina:k biwati:ri.

'I shall take you there in my car.'

A. šukran kati:r.

'Thanks a lot.'

II. Vocabulary:

?aša Dinner (evening meal).

?azzamta I invited.

badri	Early.
ga:ʔid	Going to (future particle).
lissa	Yet, still.
mutaʔaxxir	Late.
rufga:ni	My friends (singular : /rafi:gi/)
wati:r	Car.

III. Grammar:

The imperative as well as the present form of the W-C-C verbs is always -WCVC-. The affixes which accompany this form are the same as in the case of C-C-C verbs.

IV. Exercises:

A. Listen to your teacher substitute the correct form of /wasal/ in the following sentence. Repeat after your teacher:

ʔahmat yawsal fi: lbe:t.

ʔana

ʔinta

ʔinti

hu:

hi:

ʔali

ʔani:na

ʔintu

human

fa:tima

B. Repeat the same as in A using the following sentences:

?ali wilid.

mu:sa wagad na:r.

C. Substitution Drills:

1. sa:?a kam ga:?id tamš^ĩi fi: wadda:y ?

mata

ga:?di:n tamš^ũu

abese:

sa:?a kam

fra:ns

?amri:k

ga:?ida tamš^ĩi

mata

ga:?di:n namš^ũu

ga:?id namš^ĩi

fi: tša:d

sa:?a kam

ga:?id yamš^ĩi

fi: wadda:y

ga:?id tamš^ĩi

2. sa:ʔa ʔašara w nuss fi: ʔašiyya.

ʔašara tine:n

talata w tilt

fi: fajur

xamsa wa ʔašara

sitte wa tama:nya

ʔarba w ruba

fi fajur

sabʔa ʔilla ʔišri:n

xamsa ʔilla tilt

fi: ʔašiyya

3. ʔazzamta rufga:ni fi: lʔaša.

rafi:gi

fi: lxada

rafi:gti

fi: lʔaša

ʔabu:y

rufga:ni

rufga:ti

fi: lfutu:r

ʔabu:y

ʔaxu:k

A 25. Past Tense of C-W-C Verbs

I. Dialogue: Holidays

- A. ʔamis ʔi:d hana ʃunu ?
'What feast was yesterday?'
- B. ʔamis ʔi:d alkabi:r.
'Yesterday was the big feast.'
- A. ʔi:d bixe:r.
'Happy feast.'
- B. ʔalla yanti:k alxe:r.
'Happy feast.'
- A. ʃunu sawwe:ta ?
'What did you do?'
- B. maʃe:na ruxna.
'We went for a walk.'
- A. maʃe:tu we:n ?
'Where did you go?'
- B. maʃe:na fi: po:n.
'We went to the bridge.'
- A. gaʔadtu lyo:m kulla hina:k walla ?
'Did you stay there the whole day?'
- B. la: gaʔadna hina:k ʔaʃiyya bes.
'No, we spent the afternoon there only.'

II. Vocabulary:

ʔalla	God.
bes	Only.
gaʔadtu	You (pl.) stayed, sat.
gaʔadna	We stayed, sat.
ʔi:d	Feast (Religious or national holiday).
ʔi:d alkabi:r	Byram. Literally: the big feast.
ʔi:d bixe:r	Happy feast. Literally: May your feast be good.
maʃ:na	We walked.
maʃ:tu	You (pl.) walked.
ruxna	A walk.
sawwe:ta	You did.
xe:r	Goodness, bliss.
yanti:k	He gives you.

III. Grammar:

A. This class of verbs has a weak consonant in the middle. If the weak consonant is a /w/, as in /g-w-l/ 'say', the form of the past will be CuC- , e.g. /gulna/ 'we said'.

B. If the weak consonant is a /y/, as in /s-y-r/ 'walk', the form of the past will be CiC- , e.g. /sirta/ 'you walked'.

C. The above rules apply to the first and

second persons only. The third person, in different numbers and genders, has the form Ca:C-. Thus we get the following: /ga:l/ 'he said', /sa:ru/ 'they walked'.

IV. Exercises:

A. Listen to your instructor read the different forms of the verb, and repeat after him.

?ana gult
?inta gulta
?inti gulti
hu: ga:l
hi: ga:lat
?ani:na gulna
?intu gultu
human ga:lu
hinna ga:lu

B. Do the same as in A with the following verbs:

1. sa:r 'walked'
2. ta:r 'flew'
3. ša:l 'took'
4. ja:b 'brought'
5. ša:f 'saw'

C. Substitution Drills:

1. gaʔadtu lyo:m kulla hina:k walla ?

gaʔadta

ssubu:

hine

fi: tʃa:d

lle:l

gaʔadi

ssana

hina:k

gaʔadna

fi: lbe:t

gaʔadat

ʃʃahir

gaʔadtu

hina:k

lyo:m

2. la: gaʔadna hina:k ʔaʃiyya bes.

ʔayye

gaʔadta

hine

fajur

kama:n

la:

gaʔadti

fi: ssu:k

lyo:m

gaʔad

hine

bes

gaʔadna

ʔaʃiyya

hina:k

A 26. Present and Imperative of C-W-C Verbs

I. Dialogue: Holidays

A. faddal šī:l ka:k.

'Have some cake.'

B. šukran. šunu da: ?

A. da: ka:k hana ?i:d.

'This is the feast cake.'

B. ?i:d bixe:r.

'Happy feast.'

A. xe:r ?inša:ʔalla.

'Same to you.'

B. ka:k seme wa halu.

'The cake is nice and sweet.'

A. šī:l ziya:da.

'Take some more.'

B. kafa, ʔakalt kati:r.

'That is enough. I ate a lot.'

A. tudo:ra kubba:ya hana siro: ?

'Would you like some syrup?'

B. la: šukran. nudo:ra gahwa.

'No, thanks. I prefer coffee.'

II. Vocabulary:

halu Sweet, nice.

?inša:ʔalla If God please

kafa	Enough.
ka:k	Cake, cookies.
kubba:ya	A glass, cup.
ʃi:l	Take (imperative).
siro:	Syrup, soft drink.
ziya:da	More.

III. Grammar:

A. The form of C-W-C verbs in the present and the imperative is -Cu:C- when the medial consonant is /w/ and -Ci:C- when the medial consonant is a /y/. Thus for /g-w-l/ we get /gu:l/ and for /s-y-r/ we get /si:r/.

B. The imperative of this class of verbs takes no prefix, but the suffixes are the same as for previously studied verbs: zero, /-i/ and /-u/. The present tense affixes are the same as those mentioned before.

IV. Exercises:

A. Repeat the following after your teacher.

?ana ngu:l.

?inta tagu:l.

?inti tagu:li.

hu: yagu:l.

hi: tagu:l.

?ani:na nagu:lu.

?intu tagu:lu.

human yagu:lu.

gu:l.

gu:li.

gu:lu.

B. Substitute the following words in the key sentence. Make the necessary changes in the verb to agree with the subject.

?ana niš^ˇi:la kita:b.

?inta

tiš^ˇi:fa

?inti

tiš^ˇi:li

hu:

yiš^ˇi:f

hi:

tiš^ˇi:l

?ani:na

niš^ˇi:fu

?intu

tiš^ˇi:lu

human

yiš^ˇi:fu

?ali

yiš^ˇi:l

fa:tima

tišī:f

?ali wa fa:tima

yišī:lu

C. Substitution Drills:

1. faddal šī:l ka:k.

faddali

?a:kulī

?e:š

?ašarbi siro:

faddalu

?a:kulu ?e:š

šī:lu

faddal

?e:š

?a:kul

?ašrab siro:

gahwa

ša:y

faddali

faddalu

2. la: šukran, nudo:ra gahwa.

?ayye

ša:y

siro:

la:

ʔe:š

ka:k

ma: nudo:ra

ša:y

kubba:ya hana siro:

gahwa

D. Repeat the dialogue making the following substitutions in speakers.

1. A. ʔahmad

B. fa:tima

2. A. fa:tima

B. hawwa

3. A. hawwa wa ʔali

B. fa:tima wa ʔahmad

A 27. Past Tense of C-C-W Verbs

I. Dialogue: Holidays

- A. ʔamba:kir xidma ma: fi: .
'Tomorrow is a holiday.'
- B. ma:la ?
'Why?'
- A. fi: ša:n ʔamba:kir ʔi:d alhurriyya.
'Because tomorrow is Independence Day.'
- B. šunu tisawwi ʔamba:kir ?
'What are you going to do tomorrow?'
- A. namši nši:fa ʔahli.
'I am going to see my parents.'
- B. ʔahli gaʔidi:n bʔi:d min hine.
'My parents are far from here.'
- A. tudo:ra taji maʔa:y walla ?
'Would you like to come with me?'
- B. šukran. ʔayye naji maʔa:k.
Thanks. I will go with you.
- A. kwayyis. taʔa:l nʔarrifak ʔahli.
'Good. I will introduce you to my parents.'

II. Vocabulary:

ʔahli	My parents, relatives.
fi: ša:n	Because.
hurriyya	Independence. Literally: freedom.

naji	I come.
naʔarrifak	I introduce you.
taʔa:l	Come (imperative).
taji	You come.
xidma / xidme	Work.
xidma ma: fi:	Holiday. Literally: there is no work.

III. Grammar:

Verbs containing a final weak consonant usually take the form CVCV- in the past. It is difficult to predict what the vowels are, but the second vowel for the third person is short while it is long for the other persons.

IV. Exercises:

A. Your teacher will substitute the following pronouns in the key sentences. Listen and repeat.

1. mu:sa maša fi: lbe:t.

hu:

ʔana

ʔinta

ʔinti

hi:

ʔani:na

ʔintu

human

hinna

2. ?ali ligiya kita:b.

hu:

?ana

?inta

?inti

hi:

?ani:na

?intu

human

hinna

B. Substitution drill:

?ana bade:t.

šare:t

hu

bada

rama

?ana

gare:t

rame:t

hi:

badat

šarat

?ani:na

rame:na

hi:

garat

?inta

bade:t

šare:t

human

badu

garu

hi:

badat

human

šaru

ramu

C. Substitution drills:

1. šunu tisawwi ?amba:kir ?

tašrab

alyo:m

tašarbi

baʔd ba:kir

ta:kul

ta:kuli

?amba:kir

yašrab

tašrab

tisawwi

2. namšī nišī:fa ʔahli.

niʔazzima

rufga:ni

rufga:ti

nzu.ra

rafi:gti

rafi:gi

nikallim le

ʔahli

ʔaxu:y

nišī:fa

3. ʔahli ga:ʔidi:n bʔi:d min hine.

sa:kini:n

ma: bʔi:d

gari:b

ʔaxwa:ni

ʔaxwa:ti

min leko:l

ma: bʔi:d

ga:ʔdi:n

rufga:ni

ʔahli

A 28. Present and Imperative of C-C-W Verbs

I. Dialogue: The Carpenter

A. ma: ?indak xidme fi: ?ašiyya walla ?

'Don't you have anything to do in the evening?'

B. ?indi xidme. la:zim namši fi: lbe:t.

'I have some work. I have to go home.'

A. ma:la ?

'Why?'

B. fi: ša:n annajja:r ja:y ya?addila lba:b
hana be:ti.

'Because the carpenter is coming to fix
the door of my house.'

A. šunu bigi ?

'What happened?'

B. ba:bi kassar wa la:zim na?addila.

'My door broke and I have to fix it.'

A. ya:tu najja:rak ?

'Who is your carpenter?'

B. ja:rak ?ahmat.

'Your neighbor Ahmad.'

A. ?ahmat najja:r kwayyis.

'Ahmad is a good carpenter.'

B. ?ayye, kwayyis kati:r.

'Yes, he is very good.'

II. Vocabulary:

ba:b	Door.
bigi	Happened.
ja:rak	Your neighbor.
ja:y	Coming (active participle).
kassar	Broke, was broken.
najja:r	Carpenter.
y?addila	He fixes. Past /?addal/.

III. Grammar:

C-C-W verbs in the present and imperative have the form -CCV. Again it is difficult to predict the shape of the vowel.

IV. Exercises:

A. Listen to your instructor making substitutions in the following key sentences. Repeat after your instructor.

1. ?ana namš^ˇi fi: lbe:t.

?inta

?inti

yamš^ˇi

hi:

namš^ˇu

?intu

yamš^ˇu

?ahmad

?ana

hi:

2. ?ana nalga kita:b.

?inta

?inti

yalga

hi:

?ani:na

talgu

human

?ahmad

?ana

?intu

B. Substitution drills:

1. ma: ?indak xidme fi: ?ašiy^ěye walla ?

?indi

ruxna

?inda

fi: fajur

?amba:kir

?indum

xidme

?indina

ba?d ba:kir

fi: ?ašiy^ěye

2. ?ahmat najja:r kwayyis

?ali

dakto:r

seme

mu:sa

sulta:n

kwayyis

?abbaker

mu?allim

hu:

seme

C. Repeat the dialogue making the following
substitutions:

1. A. fa:tima

B. hawwa

2. A. ?ali

B. fa:tima wa hawwa

A 29. Past Tense of C₁C₂C₂ Verbs

I. Dialogue: The Doctor

- A. ʔamba:kir la:zim nam̃si fi: ddokto:r.
'Tomorrow I should go to the doctor.'
- B. ʔsunu ja:k ?
'What the matter with you?'
- A. ʔi:di yo:ja?ni.
'I have pain in my hand (arm).'
- B. ʔsunu ja: leʔi:dak ?
'What is the matter with your arm?'
- A. wage:ta, wa ʔi:di kassar.
'I fell, and my arm was broken.'
- B. ʔindak waja kati:r walla ?
'Does it hurt very much?'
- A. hassa ma: kati:r, la:kin ʔawwal yo:ja:ni
kati:r.
'Now it does not hurt much, but at first
it did.'
- B. ʔalla yiji:ba lʔa:fya.
'God give you health.'
- A. ʔsukran. ʔalla yanti:k lʔa:fya.
'Thanks. God keep you healthy.'

II. Vocabulary:

ʔa:fya	Health.
dokto:r / dakto:r	Doctor.
ʔi:d	Arm, hand.
ja:	Came.
ja:k	Happened to you. Literally: came to you.
šunu ja:k	What happened to you? What is the matter with you?
wage:ta	I fell down.
waja	Pain.
yanti	He gives. Past /ʔanta/.
yo:ja?	Hurts (it).
yiji:ba	He brings. Past /ja:b/.

III. Grammar:

A. $C_1C_2C_2$ verbs contain medial and final consonants which are identical. The past tense form of such verbs is $C_1aC_2C_2-$.

B. The vowel /e:/ is inserted between the stem of the verb and the subject suffixes of the first and second persons. /a/ is inserted between the stem and the third person singular.

IV. Exercises:

Listen to your teacher and repeat after him.

?ana madde:t ?i:di.
?inta madde:t ?i:dak.
?inti madde:ti ?i:dik.
hu: madda ?i:da.
hi: maddat ?i:da.
?ani:na madde:na ?i:dna.
?intu madde:tu ?i:dkum.
human maddu ?i:dum.
?ali madda ?i:da.
fa:tima maddat ?i:da.

B. Substitution drills:

1. ?ana lamme:t.

hu:
hi:
mahammat
hawwa
?inta
?inti
?ani:na
?inti
human
?ana

2. Do the same as in B.1. with the
following:

?ana habbe:tak.
?ana dagge:t lbab.

C. Substitution drills:

1. ?amba:kir la:zim namš^ˇi fi: ddokto:r.

ba:lik

leko:l

sanalja:y

?amri:k

ba?d ba:kir

ssinema

la:zim

subu:alja:y

tša:d

sa?a ?ašara

2. ?indak waja kati:r walla ?

?indik

šwiyya

kutub

?inda

gurs

kati:r

?indum

buyu:t

?indi

waja

A 30. Present and Imperative of C₁C₂C₂ Verbs

I. Dialogue: The Market

- A. ta?arfa we:n ssu:k ga:?id ?
'Do you know where the market is?'
- B. ?ayye, šunu tudo:ra tibi: ?
'Yes, what do you want to buy?'
- A. nudo:ra nibi: marku:b.
'I want to buy shoes.'
- B. tudo:ra tibi: biga:si walla ?
'Do you want to buy something expensive?'
- A. la:, nudo:ra šoxol ma: ga:si.
'No, I want something not expensive.'
- B. na?arfa baka:n yi?ajjibak.
'I know a place you will like.'
- A. tagdar tuwaddi:ni baka:n da: walla ?
'Can you take me to that place?'
- B. ?ayye, nulummu fi: ssa:?a ?arba ?illa rubu.
'Yes, we will meet at 3:45.'
- A. kwayyis, nišī:fak.
'Good, I will see you.'
- B. ma?assala:mak.
'Goodbye.'

II. Vocabulary:

biga:si	With an expensive (price).
marku:b	A pair of shoes.
nulummu	We meet. Past /lamma/.
soxol	Thing, something.
su:k	Market.
yi?ajjibak	Pleases you. Past /?ajjab/.

III. Grammar:

The present and imperative form of $C_1C_2C_2$ verbs is always $-C_1VC_2C_2-$, and V is either /i/ or /u/, e.g. the third person singular imperative for /madda/ is /midda/, and for /dagga/ is /dugga/.

IV. Exercises:

A. Repeat after your teacher.

?ana nimidda ?i:di.
?inta timidda ?i:dak
?inti timiddi ?i:dik.
hu: yimidda ?i:da.
hi: timidda ?i:da.
?ani:na nimiddu ?i:dna.
?intu timiddu ?i:dkum.
human yimiddu ?i:dum.
midda ?i:dak.
middi ?i:dik.
middu ?i:dkum.

B. Substitutue the following for /nimidda ?i:di/
in exercise A.

1. nilimma.
2. nisidda ddirib.
3. nadugga lba:b.

C. Substitution drills:

1. ta?arfa we:n ssu:k ga:?id ?

ta?arfi

ddirib

ta?arfu

leko:l

almu:ze:

na?arfa

ddakto:r

na?raf

ya?raf

ddukka:n

2. tagdar twaddi:ni baka:n da: walla ?

fi: dduka:n

tagdari twaddi:ni

twaddi:ha

tagdar

twaddi:hum

fi: ddirib

nagdar nwaddi:k

nwaddi:ki

nwaddi:kum

baka:n

nwaddi:ha

tagdaru twaddu:na

twaddu:ni

tagdari twaddi:ni

tagdar

D. Repeat the dialogue making the following
substitutions in speakers.

1. A. ?ali

B. hawwa

2. A. hawwa

B. ?ali wa ?ahmat

A 31.

Quadrilateral Verbs

I. Dialogue: The Market

A. sala:ma:le:k.

B. sala:ma:le:k. nagdar na?a:wnak ?

'Hello. Can I help you?'

A. ?ayye, nudo:ra marku:b seme.

'Yes, I would like a good pair of shoes.'

B. da yi?ajjibak walla ?

'Do you like this one?'

A. da: seme, la:kin ma nudo:ra lo:na.

'This is fine, but I don't care for its color.'

B. lo:n alwe:n tudo:ra ?

'What color do you want?'

A. ?aswad walla ?ahmar.

'Black or red (brown).'

B. da marku:b ?aswad wa tamana hayyin.

'This is a black pair of shoes which is cheap.'

A. tamana kam ?

'What is its price?'

B. miyya riya:l.

'One hundred riyals.'

II. Vocabulary:

?ahmar

Red or brown.

?aswad

Black. The word /?azrag/ 'blue'

is also used in Chad Arabic to mean 'black'.

lo:n	Color.
lo:na	Its color.
miyya	One hundred.
tamana	Its price.

III. Grammar:

A. Quadriliteral verbs contain four consonants in the root. The shape of such roots can be: $C_1C_2C_2C_3$, $C_1C_2C_1C_2$, or $C_1C_2C_3C_4$. The form of quadriliteral verbs in the past is CaCCaC-.

B. The form of the present and the imperative is -CaCCiC-. The subject suffixes are the same as for triliteral verbs.

IV. Exercises:

A. Listen to your teacher use the following verbs with different pronouns: /kassar/, /nagnag/, /saglab/, e.g.

- ?ana kassart ba:bi.
- ?inta kassarta ba:bak.
- ?inti kassarti ba:bik.
- hu: kassar ba:ba.
- hi: kassarat ba:ba.
- ?ani:na kassarna ba:bna.
- ?intu kassartu ba:bkum.
- human kassaru ba:bum.

B. For the verb /kassar/ in the following exercise substitute /nagnag/, /laglag/ and /saglab/.

?ana nikassir.

?inta tikassir.

?inti tikassiri.

hu: yikassir.

hi: tikassir.

?ani:na nikassiru.

?intu tikassiru.

human yikassiru.

kassir.

kassiri.

kassiru.

C. Substitution drills:

lo:n alwe:n tudo:ra ?

marku:b

tudo:ri

tudo:ru

kita:b

sinema

nudo:ra

tabl

mu:ze:

yudo:ra

yudo:ru

tudo:ru

dukka:n

tudo:ri

lo:n

tudo:ra

D. Make the following substitutions in
the dialogue:

1. A. fa:tima

B. hawwa

2. A. ?ali wa fa:tima

B. mu:sa

A 32.

"hamza" Verbs

I. Dialogue: The Market

- A. kam tudo:ra le ttabl da ?
 'How much do you want for this table?'
- B. miyya w ?iṣri:n riya:l.
 'One hundred and twenty riyals.'
- A. da: ga:si katj:r.
 'This is very expensive.'
- B. nanti:k be miyya w ?ašra.
 'I'll give it to you for one hundred and ten.'
- A. la:, nikaffi:k tis?i:n riya:l.
 'No, I'll pay you ninety riyals.'
- B. la:, ?anti:ni miyya. da: ?a:xir taman.
 'No, give me one hundred. This is the
 last price.'
- A. da: lissa ga:si. nanti:k xamsa wa tis?i:n.
 'This is still expensive. I'll give you
 ninety-five.'
- B. kwayyis, šila.
 'O.K., take it.'

II. Vocabulary:

- | | |
|----------|----------------|
| ?anti:ni | Give me. |
| ?a:xir | Last. |
| be / bi | For, in, with. |

le	For.
nanti:k	I give you.
nikaffi:k	I pay you. Past /kaffa/.
tabl	Table.

III. Grammar:

A. 'hamza' verbs contain /ʔ/ 'glottal stop' as one of their consonants. If the /ʔ/ is medial the verb behaves like a strong C-C-C verb. Final /ʔ/ are not common in Chad Arabic verbs, and they are usually deleted before subject suffixes.

B. If the /ʔ/ is the first consonant it is deleted in the present and the imperative, resulting in a long vowel. For example, /ʔ-k-l/ + /na/ — /na + ʔakul/. When the 'hamza' is deleted we get /na+akul/, which is the same as /na:kul/.

IV. Exercises:

A. Listen to your teacher make the following substitutions and repeat after him.

1. ʔana ʔakalt manga seme.

ʔinta ʔakalta

ʔinti ʔakalti

hu: ʔakal

hi: ʔakalat

ʔani:na ʔakalna

?intu ?akaltu
human ?akalu
?umar ?akal
falmata ?akalat

2. ?ana na:kul manga seme.

?inta ta:kul
?inti ta:kuli
hu: ya:kul
hi: ta:kul
?ani:na na:kulu
?intu ta:kulu
human ya:kulu
?a:kul
?a:kuli
?a:kulu

B. Do the same as in A with the following.

1. ?ana sa?alt su?a:l.
2. ?ana nas?al su?a:l.
2. ?ana bade:t xidme.
?ana nabda xidme.

C. Substitution drills:

1. kam tudo:ra le ttabl da ?
tudo:ri
marku:b
kilo lmanga
tudo:ru
kilo tama:tum

paket hana sigre:t

tudo:ra

gami:s

surwa:l

tudo:ra

sa:?a

2. nanti:k ttabl da: be miyya.

nanti:ki

marku:b

tis?i:n

nanti:kum

sa:?a

miyya w ?isri:n

nanti:ha

paket

minten w ?asra

nanti:hūm

ki:lo ?anab

xemsa w sitti:n

tabl

sab?a w tama:ni:n

A 33.

Adverbs

I. Dialogue:

The Market

A. bi:ta ttabl da: fi: ssu:k.

'I bought this table at the market.'

B. bikam bi:ta ?

'For how much did you buy it?'

A. xamsa wa tis?i:n riya:l.

'For ninety-five riyals.'

B. da: ga:si kati:r.

'This is too expensive.'

A. la:kin da: tabl seme.

'But this is a nice table.'

B. fi: tabla:t ?a:xari:n fi: baka:n da: walla ?

'Are there other tables in that place?'

A. ?ayye, fi: tabla:t nafar kati:r.

'Yes, there are many kinds of tables.'

tudo:ra wa:hdi:n walla ?

'Do you want some?'

B. ?ayye, tagdar tsawwifni baka:n da: walla ?

'Yes, can you show me that place?'

A. ?ayye, nwaddi:k ?amba:kir.

'Yes, I'll take you tomorrow.'

II. Vocabulary:

ʔa:xar	Other, another.
ʔa:xari:n	Others, other.
bikam	For how much?
bi:ta	I bought (it), or you bought (it).
na:far	Kind.
tʃawwifni	You show me. Past /ʃawwaf/.
wa:hid:i:n	Some. Plural of /wa:hid/ 'one'.

III. Grammar:

A. Adverbs in Chad Arabic, like in English, tell us something about the verb or the adjective. Four main categories of adverbs are those which indicate manner, time, place and quantity.

B. Adverbs of manner are used after the verb to tell something about the way the action took place or was performed. In the following examples /bi:ʃe:ʃ/ and /ʔajala/ are adverbs:

ʔamsi bi:ʃe:ʃ	'I walk slowly.'
ya:kul ʔajala	'He eats in a hurry.'

C. Adverbs of time can be used anywhere in the sentence even though they are related to the verb. They can be single words like /fajur/ 'morning' or /ʔaʃiyya/ 'evening', a combination of two words like /ʔawwal ʔamis/ 'the day before yesterday' or /subu: alfa:t/ 'last week', or they

can be prepositional phrases like /fi: lle:l/ 'at night' and /ba?d ba:kir/ 'the day after tomorrow.'

D. Adverbs of place can be single words as /gari:b/ 'close' and /ba?i:d/ 'far', a combination of words as /ma: ba?i:d/ 'not far', or a prepositional phrase as in /fi: lbe:t/ 'in the house'.

E. Adverbs of quantity like /kati:r/ 'much' and /šwiyya/ 'little' modify verbs and adjectives,

e.g. hu: kabi:r kati:r 'He is very big'

hu: ?akala šwiyya 'He ate a little'

IV. Exercises:

A. Substitute the following words and phrases in the following sentence:

mu:sa ja: ?ajala.

ja:ri

be rijla

bise:s

?akal

?ajala

maša

fi: lbe:t

?ahmat

fajur

?ašiyya

ja:

fi: lle:l

?amba:kir

na:m

?amis

gayli

masa

sana lfa:t

?amis

?ajala

B. Substitute the following words in the sentence:

?ana gare:t kwayyis.

seme

hu: gara

?ajala

kwayyis

?akal

seme

libis

?ana libist

?ajala

kwayyis

C. Substitution drills:

1. da: ga:si kati:r.

swiyya

hayyin

helu

di:

ga:si

šwiyya

da: kwayyis

kati:r

seme

šwiyya

2. ʔayye, nwaddi:k ʔamba:kir.

nwaddi:ki

baʔd ba:kir

sub: lja:y

ʔašiyya

nši:lik

fajur

sa:ʔa xamsa

nši:lak

ʔamba:kir

sanalja:y

A 34. Expressing the Future and the Progressive

I. Dialogue: The Market

A. ?indak zra: jadi:d walla ?

'Do you have fresh vegetables?'

B. ?ayye, tudo:ra šunu ?

'Yes, what would you like?'

A. nudo:ra tama:tum wa basal wa faggu:s.

'I want tomatoes, onions and cucumbers.'

B. ?indi manga wa lemu:n wa ?anab kulla.

'I also have mangoes, lemons and grapes.'

A. bekam alki:lu hana tama:tum ?

'How much is a kilo of tomatoes?'

B. ?išri:n riya:l.

'Twenty riyals.'

A. da: ga:si kati:r.

'This is very expensive.'

B. wala:kin da: tama:tum seme.

'But these are good tomatoes.'

A. nakaffi:k xamista?šar riya:l.

'I will give you fifteen riyals.'

B. ?ayye, ?azzila altudo:ra.

'O.K., pick what you want.'

II. Vocabulary:

?anab	Grapes.
?azzila	Pick, choose.
basal	Onions.
faggu:s	Cucumbers.
jadi:d	New, fresh.
ki:lu	kilogram.
lemu:n	Lemons.
mang=	Mangoes.
tama:tum	Tomatoes.
xamista? ^v sar	Fifteen.
zra:	Vegetables.

III. Grammar:

A. The future idea is expressed in Chad Arabic by using some adverb of time, which refers to the future, with the present tense of the verb.

B. The progressive idea is expressed by using the auxiliary /ga:ʔid/ with the present form of the verb. /ga:ʔid/ is inflected for gender and number in the following manner:

/ga:ʔid/	(masculine singular)
/ga:ʔida/	(feminine singular)
/ga:ʔidi:n/	(feminine plural)

IV. Exercises:

A. Substitute the following words and phrases
in the key sentence:

?ali yamši fi: lbe:t alyo:m.

?amba:kir

ba?d ba:kir

sanalja:y

subu: alja:y

ssa?a ?ašara

fi: ?amri:k

šahr alja:y

sanalja:y

?amba:kir

fa:tima tamši

ba?d ba:kir

sanalja:y

fi: lbe:t

subu: alja:y

ssa?a ?ašara w nuss

B. Repeat the following sentences after
your teacher.

?ana ga:?id nagra darsi.

?inta ga:?id tagri darsak.

?inti ga:?ide tagri darsik.

hu: ga?id yagri darsa.

?ali ga?id yagri darsa.

hi: ga?ide tagra darsa.

fa:time ga:?ide tagra darsa.

?ani:na ga:?idi:n nagru darisna.

?intu ga:?idi:n tagru dariskum.

human ga:?idi:n yagru darsum.

C. Substitution drill:

wala:kin da: tama:tum seme.

?anab

kwayyis

la:kin

zra:

jadi:d

seme

wala:kin

basal

jadi:d

faggu:s

seme

lemu:n

kwayyis

jadi:d

manga

D. Repeat the dialogue making the following substitutions in speakers:

1. A. fa:tima
B. hawwa
2. A. ?ali wa fa:tima
B. mu:sa

A 35.

"To have" Sentences

I. Dialogue: Departure

- A. mata ttayya:ra hana:k yamsi ?
'When does your plane leave?'
- B. sa:ʔa sabʔa wa nuss fi: ʔasiyya.
'At 7:30 p.m.'
- A. bissa:ʔa kam la:zim tamsi fi: mata:r ?
'What time do you have to go to the airport?'
- B. sa:ʔa sitte wa rubu.
'At 6:15.'
- A. ʔahsan tamsi min be:tak fi: ssaʔa sitte.
'You'd better leave your house at six.'
- B. ʔayye, nabga ja:hiz fi: ssa:ʔa xamsa w nuss.
'Yes, I'll be ready at 5:30.'
- A. ʔindak ʃoxol altudo:ra kulla walla ?
'Do you have everything you need?'
- B. ʔayye, ʔindi taskara, paspo:r, kart
hana dokto:r, kulla ʃey?
'Yes, I have a ticket, passport, medical
certificate, everything.'
- A. ma:ʃi ʔadi:l fi: nuyo:rk walla ?
'Are you going straight to New York?'
- B. la:, nagif fi: pari: ʔayya:m.
'No, I will stay in Paris for a few days.'

II. Vocabulary:

?adi:l	Straight.
?ahsan	Better, it is better.
?ayya:m	Days, a few days.
bissa:?a kam	At what time.
ja:hiz	Ready.
kart	Card, certificate.
kart hana dakto:r	Medical certificate. Literally: a doctor's card.
kulla	All of it, also.
kulla šey?	Everything.
mata:r	Airport.
nabga	I will stay, I will be.
nagif	I stay, stop. Past /wagaf/.
paspo:r	Passport.
tamši min be:tak	Leave your house. Literally: walk from your house.
taskara	Ticket.
yamši	He walks, leaves.

III. Grammar:

A. The concept 'to have' is expressed in Chad Arabic by using the preposition /?ind/ with different possessive suffixes.

B. When attaching possessive suffixes to /?ind/, we get the following forms:

?ana ?indi be:t kabi:r.
?inta ?indak kita:b.
?inti ?indik kabiš sami:n.
hu: ?inda faras.
hi: ?inda taskara.
?ali ?inda paspo:r.
?ani:na ?indina buyu:t.
?intu ?indukum be:t.
human ?indum ?awla:d.
fa:time ?inda jamal.

B. Substitute the following words in the key sentence. Pay attention to the agreement between the subject and the possessive suffix.

?ahmat ?inda jamal sanalfa:t.

fa:time

?ani:na

kabiš

human

subu: alfa:t

?ana

?ali

hu:

hi:

faras

?ani:na

huma:r

?inta

?intu

?inti

C. Substitution drills:

1. bissa:?a kam la:zim tamšī fi mata:r ?

yamšī

dirib

tša:d

yamšu

namšu

namšī

sinema

tamšī

tamšu

?oro:p

2. ?ahsan tamšī min be:tak fi: ssa:?a sitte.

min be:tik

namšī min be:ti

namšu min be:tna

tamšī min be:ta

xamsa w nuss

tamšī min be:tak

tamšī min be:tik

yamšī min be:ta

ʔašara wa tilt
tamsi min be:ta
yamsu min be:tum
tamsu min be:tkum
min da:rkum
tisʔa wa ruba
tamsi min da:rak

A 36. Active and Passive Participles

I. Dialogue: Departure

A. seyyid ʔahmat sa:far walla ?

'Did Ahmad leave?'

B. la:, yamsi baʔd ba:kir.

'No, he leaves the day after tomorrow.'

A. tuwaddi: fi: mata:r walla ?

'Are you taking him to the airport?'

B. ʔayye, tudo:ra tiji maʔa:na walla ?

'Yes, would you like to come with us?'

A. ba:lik namsi.

'Maybe I will go.'

tiji baka:ni tiʃi:lɪni walla ?

'Will you come to my place to pick me up?'

B. ha:dir. we:n ga:ʔid be:tak ?

'With pleasure. Where is your house?'

A. be:ti gari:b le sinema ryo.

'My house is close to Cinema Rio.'

B. niji fi: be:tak fi: ssa:ʔa ʔarba.

'I shall come to your house at four.'

A. kwayyis, nulummu hina:k.

'Good, we will meet there.'

II. Vocabulary:

baʔd ba:kir	The day after tomorrow.
ba:lik	Maybe.
sa:far	He left, travelled.
tiji	You come.
twaddi:	You take him.

III. Grammar:

A. The active participle refers to one who "does" or is "doing" something. For example, /ka:tib/ is the active participle of the verb /kataba/ and it means 'writer'. On the other hand, the passive participle refers to someone or something which is "done". For instance, /maktu:b/ is the passive participle of /kataba/ and it means 'letter'.

B. The active participle of C-C-C verbs has the shape Ca:CaC- e.g. /kataba/ → /ka:tib/. For C-C-W verbs the active participle form is Ca:Ca - e.g. /maša/ → /ma:ši/. Quadriliteral verbs form their active participles according to the form CaCCa:C - e.g. /kassar/ → /kassa:r/.

C. The passive participle form of C-C-C verbs is maCCu:C - e.g. /kataba/ → /maktu:b/. Quadriliteral verbs form their passive participles according to the form muCaCCaC - e.g. /kassara/ → /mukassar/.

IV. Exercises:

A. Repeat the following after your teacher.

1. ʔali ka:tib
 hawwa ka:tiba
 human katibi:n

 ʔahmat ga:ri
 fa:time ga:ri
 human ga:ri:n

 hu: nagna:g
 hi: nagna:ga
 human nagna:gi:n

 ʔana ma:ʃi
 ʔinti ma:ʃi
 ʔani:na ma:ʃi:n

 mu:sa kadda:b
 maryam kadda:ba
 human kadda:bi:n

2. ba:bi mukassar.
 ba:bi maksu:r.
 ʔaxu: maʔru:f.
 ʔaxtu maʔru:fa.
 rufga:ni maʔru:fi:n.

?ide:ni mukassari:n.

?ide:ha murabbati:n.

?albneyya murabbata.

?alba:b masdu:d.

?abwa:bak masdu:di:n.

darsa maktu:b.

ba:ba maftu:h.

?abwa:bi maftu:hi:n.

?alwled marbu:t.

kita:bak mawju:d.

B. Make the following substitutions paying attention to the agreement between the subject and the subject suffix of the verb.

?ahmat sa:far walla ?

masa

fa:time

human

sa:faru

maryam

hu:

?ana

?inta

?inti

ma[~]se:ti

?int

?intu

sa:fartu

?akaltu

human

?ahmat

fa:time

?ana

hi:

?inta

C. Substitute the following words and
phrases in the key sentence:

tiji baka:ni tisi:lni walla ?

fi: be:ti

fi: da:ri

baka:ni

yiji

yiju

yizu:ru:ni

tiji

yiji

yije

tiju

A 37. Direct and Indirect Object Suffixes

I. Dialogue: Departure

- A. mata tamšī fi: baladak ?
'When do you leave for your country?'
- B. baʔd subu:ʔe:n.
'Two weeks from now.'
- A. ka:n wisilta fi: ʔamri:k ʔaktubley.
'Write me when you get to America.'
- B. naktuble:k, wa ʔinta kama:n ʔaktuble:y.
'I will. And you write me too.'
- A. tagri ʔarab walla ?
'Can you read Arabic?'
- B. šwiyya.
'A little.'
- A. naktuble:k nuss bikala:m ʔarab wa nuss
bikala:m ʔingli:z.
'I will write you half Arabic and half
English.'
- B. kwayyis, wa ʔana ʔaktuble:k bikala:m
ʔarab šwiyya.
'Good, and I will write you a little
Arabic.'
- A. we:n ʔallamta kala:m ʔarab ?
'Where did you learn Arabic?'
- B. fi: leko:l fi: baladi.
'In school at home.'

II. Vocabulary:

ʔaktubley	Write me. Past /katab/.
baladak	Your country, home.
bikala:m ʔarab (ʔingli:z)	In Arabic (English).
kama:n	Also, too.
ka:n	If, when.
naktuble:k	I write you.
subu:	Week.
subu:ʔe:n	Two weeks.
tagri	You read. Past /gara/.

III. Grammar:

A. The direct object pronouns are suffixes attached to the verb after the subject marker.

Following is a list of these suffixes:

-ni	'me'
-ak	'you (mas.)'
-ki	'You (fem.)'
-u/a	'him'
-a/ha	'her'
-na	'no'
-kum	'You (pl.)'
-um/hum	'them'

B. The indirect object pronouns are suffixed to the verb after the subject marker. They have

the following forms:

-ley	'to/for me'
-le:k	' " " you (mas.)'
-le:ki	' " " you (fem.)'
-le:hu	' " " him'
-le:hi	' " " her'
-le:na	' " " us'
-le:kum	' " " you (pl.)'
-lum/le:hum	' " " them'

IV. Exercises:

A. Your instructor will give you a noun or a pronoun which you are to change into a direct object suffix in the following sentence:

wassilni fi: lbe:t.

e.g. ?ani:na wassilna fi: lbe:t.

?ahmat

?ana

?inta

?ani:na

?inti

hi:

fa:tima

hu:

human

?intu

B. Do the same as in A above changing the nouns and pronouns given into indirect object suffixes.

katabley maktu:b.

?ahmat

fa:tima

?ani:na

?ana

hu:

human

hi:

?inta

?intu

?inti

C. Substitution drills:

1. mata tamš^ˇi fi: baladak ?

fi: ?amri:k

yamš^ˇi

balada

fi: ?ero:p

yamš^ˇu

baladhum

fi: fra:ns

tamš^ˇi

baladha

baladik

fi: ṭsa:d

namsu

baladna

fi: nige:r

tamsu

baladkum

2. wa ?ana ?aktuble:k bikala:m
?arab šwiyya.

?ingli:z

?inta ?aktubley

kati:r

?inti ?aktubiley

faranse:

?intu ?aktubu:le:na

kulla

hu: katabley

šwiyya

?arab

D. Repeat the dialogue making the
following substitutions in speakers:

1. A. fa:tima

B. hawwa

2. A. ?ali wa ?ahmat

B. fa:tima wa ?ali

A 38.

Conjunctions

I. Dialogue: The Weather

A. wata ha:mi kati:r alyo:m.

'It is very hot today.'

B. ?ayye, da:yman ha:mi fi: sse:f.

'Yes, it is always hot in the summer.'

A. wata ha:mi fi: kull tsa:d ?

'Is it hot all over Chad?'

B. la:, wata ma: ha:mi fi: jjuba:l.

'No, it is not hot in the mountains.'

A. kam digre: fi: jjuba:l fi: sse:f ?

'What is the temperature in the mountains during the summer?'

B. tagri:ban tala:ti:n digre:.

'About thirty degrees.'

A. wa wata ke:f fi: fo:r lami: ?

'And how is the weather in Fort-hamy?'

B. fi: sse:f tagri:ban tama:nya w tala:ti:n.

'About thirty-eight degrees in the summer.'

A. fi: lle:l kama:n ha:mi walla ?

'Is it also hot at night?'

B. ?ayye, wata ha:mi fi: lle:l kulla.

'Yes, it is also hot at night.'

II. Vocabulary:

fi: kull ṭsa:d	All over Chad. Literally: in all Chad.
ha:mi	Hot.
juba:l	Mountains. Plural of /jabal/.
le:l	Night.
se:f	Summer
tagri:ban	Nearly, about, close to.
wata	Weather.

III. Grammar:

A. Conjugations are function words which join two words or phrases in some kind of relationship. Usually the things that are joined by a conjunction have similar grammatical functions: i.e. both verbs or nouns or adjectives, etc.

B. The most common conjunctions in Chad Arabic are:

wa, w, u	'and'
walla	'or'
wala	'nor'
wala ... wala	'neither ... nor'
la:kin, wala:kin	'but'

IV. Exercises:

A. Repeat after your teacher:

?ana w ?axu:y maše:na,

hw: ?akal wa širib.

?inta ?akalt walla ma: ?akalt ?

da: ?axu:k walla ?axu:ha ?

?ana wala ?akalt wala širibt.

wala ?ana wala ?abu:y maše:na.

?ana kabi:r wala:kin ma: kabi:r kati:r.

hw: ?akal la:kin ma; širib.

B. Substitute the following words and phrases in the key sentences:

?ali ?akal kati:r wa širib kati:r.

walla

fa:tima

wala ... wala

?ahmat

wa

la:kin ma:

hawwa

walla

wala:kin ma:

wa

C. Substitution drills:

1. wata ha:mi kati:r alyo:m.

ba:rid

šwiyya

ma: ba:rid

?amba:kir

ma: ha:mi

kati:r

?ams

ha:mi

šwiyya

alyo:m

2. ?ayye, wata ha:mi fi: lle:l kulla.

la:

ba:rid

fi: nnaha:r

bes

fi:lle:l

kama:n

ma: ha:mi

ba:rid

kulla

?avye

A 39.

Cardinal Numbers

I. Dialogue: The Weather

A. wata ba:rid alyo:m.

'It is cold today.'

B. ?ayye, wala:kin ma: ba:rid kati:r.

'Yes, but not very cold.'

A. fi: baladak wata ba:rid min hine walla ?

'Is it colder than here in your country?'

B. ?ayye, ba:rid kati:r min hine fi: ššita.

'Yes, it is much colder in the winter.'

A. matar ysubb kati:r fi: baladak walla ?

'Does it rain very much at home?'

B. ?ayye, wa ?indana talj kulla.

'Yes, and we have snow too.'

A. ?indakum talj kull assana walla ?

'Do you have snow all year round?'

B. la:, ?illa fi: ššita.

'No, only in the winter.'

A. wakit talj yaga wata ba:rid kati:r.

'When it snows it gets cold.'

B. ?ayye, sehi: kala:mak.

'Yes, you are right.'

II. Vocabulary:

ba:rid	Cold.
ba:rid min	Colder than.
ba:rid kati:r min	Much colder than.
matar ysubb	It rains. Literally: rain pours.
sehi:	Right.
sehi: kala:mak	You are right. Literally: What you say is right.
šita	Winter.
talj	Snow.
talj yaga	It snows. Literally: Snow falls.
wakit	When, at the time.
yaga	It falls.
ysubb	It pours.

III. Grammar:

A. Refer to P-S 53 and 54 for a list of the cardinal numbers. Notice that the numbers 11-19 can be expressed in two different ways.

B. When the numbers are used with nouns, the nouns are usually singular after the number and plural before it, e.g. /kila:b tala:ta/ or /tala:ta kalb/ 'three dogs'. However, one also

encounters phrases like /tala:ta kila:b/ and /kalb tala:ta/.

IV. Exercises:

A. Repeat after your teacher:

?adɔ:ra ?asara ki:lu tamatum.

tudo:ra ?isri:n riya:l.

nudo:ra miyya wa xamsa riya:l.

ssa:?a xamsa w nuss.

?indi kila:b tala:ta.

?inda tala:ta kila:b.

?indum ?arba yarda:t.

fi: šadara:t tama:nya.

?indu tala:ta šadara:t.

nudo:ra tabla:t sitte.

B. Substitute the following words and phrases in the key sentence.

?ado:ra wihda?šar yarda.

nudo:ra

xamista?šar

ki:lu

tudo:ra

tis?a

kila:b

sitta?šar

marku:b

tala:ti:n wa xamsa

nudo:ra

xamsa wa ?arba?i:n

kita:b

milyom

riya:l

?alfe:n

C. Substitution drills:

1. fi: baladak wata: ba:rid min hine.

fi: baladik

ha:mi

min baladi

fi: ṭsa:d

ma: ha:mi

min ?amri:k

ma: ba:rid

fi: baladna

min baladkum

ha:mi

2. ?indakum talj kull assana walla ?

?indana

matar

aššahir

?indum

wata ha:mi

wata ba:rid

alyo:m

?inda

talj

assana

A 40.

Ordinal Numbers

I. Dialogue: The Movies

- A. šunu tsawwi lyo:m fi: lle:l ?
 'What are you doing this evening?'
- B. nudo:ra namši fi: ssinema.
 'I want to go to the movies.'
- A. sinema alwe:n ma:ši tiši:fa ?
 'Which movies are you going to see?'
- B. ma:ši fi: sinema normandi:.
 'I am going to Normandi Theatre.'
- A. ?alfilm šunu lyo:li ?
 'What is the movie today?'
- B. film faranse: seme. tamši ma?a:y walla ?
 'It is a good French movie. Would you
 like to come?'
- A. ?akte:r da: ya:tu ?
 'Who is the actor?'
- B. fernande:l, hu dahha:ki kati:r.
 'Fernandel, he is very funny.'
- A. ?ayye, namši ma?a:k.
 'O.K., I will go with you.'

II. Vocabulary:

akte:r	Actor.
dahha:ki	Funny, comic, comedian.

film

Film.

sinema

Theatre, movie, film.

III. Grammar:

A. Refer to P-S 55 for a list of the ordinal numbers. The most frequently used ordinal numbers are "first - sixth", and "seventh - ninth" are seldom used. Ordinal numbers above "tenth" do not exist in Chad Arabic.

B. Ordinal numbers are used with singular nouns only. They come before indefinite nouns and after definite nouns, e.g. /xa:mis kita:b/ 'fifth book' but /alkita:b alxa:mis/ 'the fifth book'.

IV. Exercises:

A. Repeat after your teacher:

?awwal dirib

d-dirib al?awwal

ta:ni wled

alwled atta:ni

ta:lit kita:b

alkita:b atta:lit

ra:bi be:t

albe:t arra:bi

xamis jabal

ajjabal alxa:mis

sa:dis ba:b

alba:b assa:dis

B. Substitution drills:

1. šunu tsawwi lyo:m fi: lle:l ?

?amba:kir

fi: nnaha:r

ba?d ba:kir

fi: ?ašiyya

nsawwi

fi: fajur

tsawwu

subu: alja:y

fi: lle:l

ysawwi

?amba:kir

ysawwu

2. sinema alwe:n ma:šī tišī:fa ?

be:t

yišī:fa

nišī:fa

safa:ra

ma:si:n tišī:fu

leko:l

nišī:fu

mu:ze:

yišī:fu

dukka:n

ma:si ti:si:fa

sinema

C. Repeat the dialogue making the following substitutions in speakers:

1. A. ?ali

B. hawwa

2. A. maryam

B. hawwa wa mu:sa